

AFFIRMATIVE ACTION PLAN
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FOR

THE UNIVERSITY OF NORTH CAROLINA

AT

GREENSBORO

February 1, 1974

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Chapter I

PREAMBLE

THE UNIVERSITY OF NORTH CAROLINA at GREENSBORO

Office of the Chancellor

February 1, 1974

AFFIRMATIVE ACTION PLAN FOR THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO (Revised)

University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of opportunity in its relationships with all members of the University community whether they be students, faculty, non-academic personnel or administrative staff. This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of the University of North Carolina affirms the following statement:

"Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter I, Section 103)

At the University of North Carolina at Greensboro the Chancellor has approved as University policy the following statement which was formulated by an advisory committee representative of all groups of employees in the University:

"It is the goal of the University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women

and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions.

"The University is committed to a policy to recruit, appoint and promote for all job classifications without regard to race, creed, color, national origin, sex or age ⁽¹⁾ as is consistent with achieving a staff of diverse and competent persons.

"The University will administer all personnel actions such as compensation, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreation programs without regard to race, creed, color, national origin, sex or age.

"The University will establish a standing committee on equal employment opportunity and intergroup relations, appointed by the Chancellor, to act in an advisory capacity to him and to other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action. '*"

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Any employee with responsibility and authority in the area of personnel relations who imposes or may impose any detriment on any other employee through failure or refusal to subscribe to the principle of equal employment opportunity shall be subject to appropriate internal disciplinary action.

University Commitment to Increasing Employment Opportunity

The University is committed to the elimination of any demonstrated underutilization of women and members of minority groups within its staff complement.

It is acknowledged that there is a national legacy of prejudice and ignorance which has curtailed unjustifiably the employment opportunities of women and

(1) Consistent with University retirement policies

* AFFIRMATIVE ACTION PLAN for the University of North Carolina at Greensboro, submitted to Chancellor James S. Ferguson by the Committee on Equal Employment Opportunity and Intergroup Relations, March 25, 1973. Chapter II.

members of minority groups, in both the public and private sectors of employment. In order to enhance significantly and promptly the employment opportunities of those who have suffered disadvantage in the past, it is necessary to do more than simply insure nondiscriminatory employment practices. Accordingly, within its area of influence, the University will contribute to this national remedial effort by implementing a program of positive effort designed to encourage the identification, recruitment, employment and promotion of additional qualified members of groups which formerly have suffered disadvantage in the employment market. More particularly, where there is reasonable evidence that members of a particular class have been underrepresented or underutilized within areas of the staff complement, specific goals and timetables designed to remedy that underrepresentation are being established.

As an institution which seeks to encourage excellence in all areas of endeavor, a university must maintain high standards in the evaluation of employees and prospective employees; it must also apply those standards fairly and consistently. Thus, the conscientious search for and effort to employ additional women and members of minority groups pursuant to established goals and timetables shall not entail a reduction of premium on quality nor a conferral of advantage on any person because of race, color, religion, sex or national origin. Rather, the affirmative efforts of the University shall be directed toward enlarging the opportunity for and incidence of fair competition, by qualified members of previously underrepresented groups, for available positions, appointments and promotions.

Responsibility for Implementing Equal Opportunity/Affirmative Action

Overall responsibility for the development and implementation of the University's affirmative action policies resides with the Chancellor who will rely for implementation of University policies upon the coordination, initiative, and advice of the Affirmative Action Officer and the Committee on Equal Employment Opportunity and Intergroup Relations. Direct and immediate responsibility for the development and implementation of faculty and administrative personnel policies is placed in the office of the Vice Chancellor for Academic Affairs; similar responsibility for classified personnel policies is placed in the office of the Vice Chancellor for Business Affairs. Such staff as may be necessary to assist the Affirmative Action Officer in the implementation of University Policies will be determined and provided in the coming year.

Personnel Data Collection and Analysis

Personnel data providing information on sex, race, salary, and rank or job classification essential for analysis of various aspects of equality in employment are stored in retrievable computer information systems. This

information is continuously updated and programs for analysis have been developed. Both categories of personnel, academic and non-academic, are critically analyzed annually for the purpose of assessing the progress of affirmative action programs.

Provisions for Monitoring Affirmative Action

An annual report reviewing progress in affirmative action employment will be filed by each of the administrative units responsible for recruiting personnel. These reports will be consolidated and analyzed by the Vice Chancellor for Academic Affairs for EPA personnel and by the Vice Chancellor for Business Affairs for SPA personnel. A comprehensive report will be prepared by the Affirmative Action Officer for the Committee on Equal Employment Opportunity and Intergroup Relations and for the Chancellor. Monitoring of the appointment process in all categories is the responsibility of the Affirmative Action Officer and the Committee on Equal Employment Opportunity and Intergroup Relations.

Publicizing Affirmative Action

The University will disseminate statements affirming its commitment to and policies regarding equal employment and affirmative action both internally and externally. Details of the University's procedures for publicizing affirmative action policy are outlined in Chapter III.

by the
Committee on Equal Employment Opportunity
and Intergroup Relations

March 30, 1973

Chapter II

REAFFIRMATION OF EQUAL EMPLOYMENT OPPORTUNITY PRINCIPLES

AFFIRMATIVE ACTION PLAN

for the
University of North Carolina at Greensboro

submitted to
Chancellor James S. Ferguson

by the
Committee on Equal Employment Opportunity
and Intergroup Relations

March 25, 1973

AFFIRMATIVE ACTION PLAN

I. INTENT

It is the goal of the University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions.

- A. THE UNIVERSITY IS COMMITTED TO A POLICY TO RECRUIT, APPOINT AND PROMOTE FOR ALL JOB CLASSIFICATIONS WITHOUT REGARD TO RACE, CREED, COLOR, NATIONAL ORIGIN, SEX OR AGE¹ AS IS CONSISTENT WITH ACHIEVING A STAFF OF DIVERSE AND COMPETENT PERSONS.
- B. THE UNIVERSITY WILL ADMINISTER ALL PERSONNEL ACTIONS SUCH AS COMPENSATION, BENEFITS, PROMOTIONS, GRIEVANCE PROCEDURES, TRANSFERS, TRAINING AND EDUCATIONAL PROGRAMS, TUITION ASSISTANCE, TRAVEL ASSISTANCE, RESEARCH GRANTS, SUPPORT FOR GRADUATE ASSISTANTS, SOCIAL AND RECREATION PROGRAMS WITHOUT REGARD TO RACE, CREED, COLOR, NATIONAL ORIGIN, SEX OR AGE.
- C. THE UNIVERSITY WILL ESTABLISH A STANDING COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY AND INTERGROUP RELATIONS, APPOINTED BY THE CHANCELLOR, TO ACT IN AN ADVISORY CAPACITY TO HIM AND TO OTHER MEMBERS OF THE UNIVERSITY RESPONSIBLE FOR AFFIRMATIVE ACTION AND TO ACT AS AN AGENCY TO MONITOR THE IMPLEMENTATION OF AFFIRMATIVE ACTION.

II. ORGANIZATION OF THE COMMITTEE

- A. The committee shall be composed of representatives from the academic and non-academic staff. The membership will reflect a mixture of ethnic groups and the sexes.

¹ Consistent with University retirement policies

- B. The members of the committee shall be appointed by the Chancellor on a rotating basis to provide for continuity as well as new membership.

III. RESPONSIBILITIES AND FUNCTION OF THE COMMITTEE

The committee has a dual purpose: it serves in an advisory capacity and has specific duties outlined below.

- A. In its ADVISORY CAPACITY the committee serves as an advisory body to:
1. the Chancellor and other administrators of the university on the statement and implementation of university policy on equal employment opportunity and affirmative action.
 2. personnel concerned with the design and completion of audit and reporting systems involving data on the progress of the university toward fulfilling its policies, objectives and goals concerning affirmative action.
 3. personnel involved with the development and dissemination of internal and external communications.
 4. those members of the university involved with the recruitment, selection, retention, promotion and in-service training of employees from women's and minority groups.
- B. In its OTHER DUTIES the committee:
1. assists the Chancellor in the interpretation of university policy on equal employment opportunity and affirmative action to the university community.
 2. regularly reviews the university's equal employment opportunity and affirmative action programs at all levels and makes recommendations to the Chancellor for changes and/or modifications in the programs when necessary.
 3. assists all university administrators in the identification of problem areas and aids in the formulation of solutions to these problems concerning equal employment opportunity.
 4. reviews and evaluates statistical reports to assure a flow of accurate information about recruiting and employment. When these reports are not otherwise available the committee makes specific requests of the appropriate administrators for the information.

5. assists those persons concerned with the development of recruiting, screening, selection, promotion and in-service training programs to assure that attention and emphasis are given to sources, prospective applicants and employees from women's and minority groups.
6. monitors and reviews the implementation of recruiting, screening, selection, promotion and in-service training programs to assure that equal opportunities are being granted to all qualified applicants and employees without regard to race, creed, color, national origin, sex or age.
7. recommends to the Chancellor whenever necessary to assure the constant and significant progress of affirmative action, specific actions to achieve goals in problem areas.
8. receives and evaluates from any member of the university any reports which suggest or question a violation of the university's equal opportunity policies.
9. meets with university administrators and other university members to discuss problems and complaints. Group and/or individual counsel is provided in accordance with the decision of the committee.
10. monitors the provision for and extent of participation of women and minority employees in all activities of the university.
11. maintains a complete record of its activities and makes an annual report to the Chancellor of these activities.

In the event that the work of this committee increases to require a full-time staff the committee will recommend that a director for Equal Opportunity and Intergroup Relations be appointed. At such time this committee would then serve as an advisory body to that director and his staff.

It is the responsibility of the committee to initiate the action required by this section and IV. The committee remains flexible in its assignments of specific duties and requests, as the need arises, the assistance of its members and other university personnel.

IV. PROGRAMS FOR ACTION

The committee realizes that it can not at any one time publish a complete list of specific programs designed to assure the success of its actions. In recognizing this fact the committee presents this document with the understanding that numbered and dated addenda will continually be necessary for this section of the Affirmative Action Plan. Programs of action required or implied in Section III. are not repeated here.

A. PROGRAMS of an advisory and informational nature to be developed or continued.

1. Internal dissemination

- a. A formal statement of equal employment policy will be included in university publications.
- b. Special meetings will be held with university administrators to inform them of university equal employment policy.
- c. The equal employment policy will be posted on campus bulletin boards at the direction of the committee.
- d. In publications or other media produced by the university visual references will be made to the diversity of the university community.

2. External dissemination

- a. All recruiting sources, both for students and staff, will be informed verbally and in writing of equal opportunity policy. It will be requested that these sources actively recruit and refer applicants from both sexes and all minority groups.
- b. The statement that the University of North Carolina at Greensboro is an equal opportunity employer will be incorporated in the written transactions of the university's business office.
- c. Minority organizations, community agencies, community leaders, local schools and the news media will be informed of university equal opportunity policy.
- d. A formal statement of equal employment policy will be included in university publications.
- e. In publications or other media produced by the university visual references will be made to the diversity of the university community.

B. OTHER PROGRAMS

1. Position descriptions will be analyzed for the purpose of assuring that they do not imply discrimination.
2. Position descriptions and/or job requirements will be made available to those persons involved with recruiting, selection and promotion.
3. In its discussions with university administrators the committee will refer to the policy of this University that appointments will be made to faculty and staff positions only after minority and women candidates have been sought and, if qualified, encouraged to apply.

Chapter III

4. Minority and women employees should be especially encouraged to refer applicants.
5. Employee evaluation will be developed in order that academic skill and experience levels for minority and women employees may be available for promotion and/or salary increase consideration by administrators.
6. Career counseling will be initiated with special attention given to minority and women employees.
7. A study of minority and women employment ratios for all categories of campus employment will be continually made.
8. Specific aspects of the hiring process such as design of the application form and interview procedures will be studied for discriminatory practice.

The following details the procedures which are being implemented and provides a checklist for ongoing evaluation of our progress. It is understood that the Affirmative Action Officer maintains responsibility for overseeing all aspects of the implementation of the Plan. Individual responsibilities are designated as follows:

A. Internal Dissemination of Information

Action	Date of Initiation	Schedule	Responsibility
1. Post summary of provisions of Plan on employee informational bulletin boards	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer, Vice Chancellor for Business Affairs
2. Furnish copy of summary of Plan to each incumbent employee	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs
3. Maintain copies of full text of Plan on file in the office of the Chancellor, Vice Chancellors, Deans, members of the Equal Employment Opportunity and Intergroup Relations Committee, and	Immediate	Continuous	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee for

Chapter III

PUBLICIZING THE EQUAL EMPLOYMENT OPPORTUNITY POLICY

Dissemination of information relative to the Plan is designed to accomplish two fundamental purposes. First, if equality of employment opportunity is to remain a reality with respect to incumbent personnel, supervisory personnel must understand their responsibilities under the plan and supervised personnel must understand their rights under the plan. Second, the broader community of which the University is a part must be aware of this comprehensive commitment to nondiscriminatory practices and affirmative action, to the end that the University will become an increasingly attractive place of prospective employment for qualified individuals from underrepresented groups.

The following details the procedures which are being implemented and provides a checklist for ongoing evaluation of our progress. It is understood that the Affirmative Action Officer maintains responsibility for overseeing all aspects of the implementation of the Plan. Individual responsibilities are designated as follows:

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2. Furnish copy of summary of Plan to each incumbent employee	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs
3. Maintain copies of full text of Plan on file in the office of the Chancellor, Vice Chancellors, Deans, members of the Equal Employment Opportunity and Intergroup Relations Committee, and	Immediate	Continuous	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee for

Action	Date of Initiation	Schedule	Responsibility
the University Library, to which all employees and applicants for employment shall have access upon request.			Equal Employment Opportunity and Intergroup Relations.
4. Special meetings with academic and non-academic supervisory personnel to explain contents, purposes, and rights and responsibilities under Plan	Within 2 mos. of submission of Plan to HEW	As needed after initial meetings	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs.
5. Special meetings with all supervised personnel, EPA and SPA, by appropriate division of supervision, to explain contents, purposes, and rights and responsibilities under Plan	Within 3 mos. of submission of Plan to HEW	As needed after initial	Affirmative Action Officer, Vice Chancellor for Business Affairs, and pertinent division supervisors.
6. Furnish summary of provisions of Plan to all prospective employees who file application and are interviewed for employment.	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer, for employment positions not subject to State Personnel Act; Vice Chancellor for Academic Affairs; for employment positions subject to State Personnel Act; Vice Chancellor for Business Affairs
7. Furnish copy of summary of Plan to all new employees and explain contents, purposes, and rights and responsibilities under Plan	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer, for employment positions not subject to State Personnel Act; Vice Chancellor for Academic Affairs; for employment positions subject to State

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
7. Incorporate the Equal Employment Opportunity clause in all purchase orders, leases, contracts.	Immediate (next printing)	Continuous	Personnel Act: Vice Chancellor for Business Affairs
8. Post federally required Equal Employment Opportunity notices on employee informational bulletin boards	In effect	Continuous	Affirmative Action Officer, Vice Chancellor for Business Affairs
9. Publicize adoption and contents of Plan in appropriate publications	Within 3 mos. of submission of Plan to HEW	Continuous	Affirmative Action Officer
10. Publicize Equal Employment Opportunity developments, progress reports in campus publications	Immediate	Continuous, as periodically warranted	Affirmative Action Officer
11. Provide access to all employees for private counseling concerning problems related to Equal Employment Opportunity	Immediate	Continuous, at request of affected employee	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee for Equal Employment Opportunity and Inter-group Relations

B. External Dissemination of Information

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
1. Inform all recruiting sources, verbally and in writing, of contents and purposes of Plan, stipulating that minorities and women be recruited and referred on a non-discriminatory basis	In effect	Immediately upon identification of new source	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs

Action	Date of Initiation	Schedule	Responsibility
2. Incorporate the Equal Employment Opportunity clause in all purchase orders, leases, contracts, as required by federal regulations	Immediate (next printing)	Continuous	Affirmative Action Officer; Vice Chancellor for Business Affairs
3. Incorporate the Equal Employment Opportunity clause on all letterhead stationery	Immediate (next printing)	Continuous	Affirmative Action Officer; Vice Chancellor for Academic Affairs; Vice Chancellor for Business Affairs.
4. Publicize adoption and contents of Plan in public press and in office publications distributed externally	Immediate	Continuous	Affirmative Action Officer
5. Print the following statement in University publications: "Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. "	In effect (next printing)	Continuous	Affirmative Action Officer
6. Require that the Equal Employment Opportunity clause appear in connection with any published employment advertising	In effect	Continuous	Affirmative Action Officer; Vice Chancellor for Academic Affairs; Vice Chancellor for Business Affairs
7. Provide written notification of Plan and basic contents to public and private organizations interested in employ-	Within 3 mos. of submission of Plan to HEW	Annual	Affirmative Action Officer; Vice Chancellor for Academic Affairs; Vice Chan-

Action	Date of Initiation	Schedule	Responsibility
ment opportunities for women and minorities; community agencies and leaders; secondary schools, colleges, and technical and business institutes			cellor for Business Affairs
8. Provide written notification of Plan to all subcontractors, vendors, and suppliers, requesting appropriate action on their part	Within 3 mos. of submission of Plan to HEW	Annual	Affirmative Action Officer; Vice Chancellor for Business Affairs
9. Publicize Equal Employment Opportunity progress, appointments of new personnel, promotions, etc. relating to Equal Employment Opportunity objectives, in public press and in office publications distributed externally	Immediate	Continuous, as periodically warranted	Affirmative Action Officer

Responsibility

1. Developing policy statements, specific affirmative action programs, internal and external communication techniques.

Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations

2. Assisting in the identification of problem areas.

Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations

3. Assisting in arriving at solutions to problems.

Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations.

4. Designing and implementing audit and reporting systems that will

- measure effectiveness of the University's programs
- indicate needs for remedial action
- determine the degree to which the University's goals and objectives have been attained

Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs

Chapter IV

RESPONSIBILITY FOR IMPLEMENTATION OF THE PLAN

Overall responsibility for the development and implementation of the University's affirmative action policies resides with the Chancellor, who will rely for implementation of University policies upon the coordination, initiative and advice of the Affirmative Action Officer, the University Committee on Equal Employment Opportunity and Intergroup Relations, the Vice Chancellor for Academic Affairs, and the Vice Chancellor for Business Affairs. Direct and immediate responsibility for the development and implementation of faculty personnel policies is placed in the office of the Vice Chancellor for Academic Affairs, similar responsibility for non-academic personnel policies is placed in the office of the Vice Chancellor for Business Affairs.

Specific responsibilities include but are not limited to the following:

<u>Action</u>	<u>Responsibility</u>
a. Supportive responsibilities:	
1. Developing policy statements, specific affirmative action programs, internal and external communication techniques.	Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations
2. Assisting in the identification of problem areas.	Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations
3. Assisting in arriving at solutions to problems.	Affirmative Action Officer, Committee on Equal Employment Opportunity and Intergroup Relations.
4. Designing and implementing audit and reporting systems that will:	Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs
a. measure effectiveness of the University's programs	
b. indicate needs for remedial action	
c. determine the degree to which the University's goals and objectives have been attained	

Action

5. Serve as liaison between the administration and enforcement agencies.
6. Serve as liaison between the University and minority organizations, women's organizations and community action groups concerned with employment opportunities of minorities and women.
7. Keep administration informed of latest developments in the entire equal opportunity area.
8. Analyze, and evaluate annually or on a continuing basis, reports, data and evidence of the progress in implementing affirmative action policies and procedures.
9. Provide regular reports to the University Community on the progress of Affirmative Action efforts.

b. Line responsibilities:

1. Assistance in the identification of problem areas and establishment of local and unit goals and objectives.
2. Active involvement with local minority organizations, women's organizations, community action groups and community service programs.
3. Periodic audit of training programs, hiring and promotion patterns to remove impediments to the attainment of goals and objectives.

Responsibility

Affirmative Action Officer

Affirmative Action Officer,
Committee on Equal Employment Opportunity and Intergroup Relations.

Affirmative Action Officer

Affirmative Action Officer,
Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee on Equal Employment Opportunity and Intergroup Relations.

Chancellor, Affirmative Action Officer

Affirmative Action Officer,
Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee on Equal Employment Opportunity and Intergroup Relations.

Affirmative Action Officer,
Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs.

Affirmative Action Officer,
Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee on Equal Employment Opportunity and Intergroup Relations.

ActionResponsibility

- | | |
|--|--|
| <p>4. Regular discussions with managers, supervisors and employees to be certain the University's policies are being followed.</p> | <p>Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs.</p> |
| <p>5. Review of the qualifications of all employees to insure that minorities and women are given full opportunities for transfers and promotions.</p> | <p>Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, deans, department heads and area managers and supervisors.</p> |
| <p>6. Career counseling for all employees.</p> | <p>Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs.</p> |
| <p>7. Periodic audit to insure that each location is in compliance in area such as:</p> <p>(i) All facilities, including housing, which the University maintains for the use and benefit of its employees and students are in fact desegregated, both in policy and use. Facilities such as dormitories, locker rooms and rest rooms, must be comparable for both sexes.</p> <p>(ii) Posters are properly displayed.</p> <p>(iii) Minority and female employees are afforded a full opportunity and are encouraged to participate in all University sponsored educational, training, recreational and social activities.</p> | <p>Affirmative Action Officer, Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Committee on Equal Employment Opportunity and Intergroup Relations.</p> |
| <p>8. Supervisors should be made to understand that their work performance is being evaluated on the basis of their equal employment opportunity efforts and results, as well as other criteria.</p> | <p>Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs</p> |

Action

Chapter V

Responsibility

9. It shall be a responsibility of supervisors to take actions to prevent harassment of employees placed through affirmative action efforts.

Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, deans, department heads, area managers, and supervisors.

Work Force Complement by Sex and Race

Personnel data providing information on sex, race, salary, and rank or job classification essential for analysis of various aspects of equality in employment are stored in retrievable computer information systems for all categories of personnel. This information is continuously updated and programs for analysis have been developed. The University is committed to a schedule of critical analyses of these data annually for the purpose of evaluating progress toward affirmative action goals.

The University has been operating during the current academic year under the principles and policies detailed in its Affirmative Action Plan dated May 28, 1973. The baseline year, therefore, for the University work force complement, utilization analysis and hiring goals and projections for women and minorities is 1972-73.

a. Women

The faculty structure of this institution continues to reflect its historical development as a college for women (UNC-C became coeducational in 1964). The percentage of women in the total university faculty (38.0%)* is twice the national average (19.0%). In many departments the percentage of female faculty members greatly exceeds the national ratio of women with doctorates to men in that discipline.

*Includes professional library staff.

Chapter V

IDENTIFICATION OF PROBLEMS

A. EPA Faculty

1. Work Force Complement by Sex and Race

Personnel data providing information on sex, race, salary, and rank or job classification essential for analyses of various aspects of equality in employment are stored in retrievable computer information systems for all categories of personnel. This information is continuously updated and programs for analysis have been developed. The University is committed to a schedule of critical analyses of these data annually for the purpose of evaluating progress toward affirmative action goals.

The University has been operating during the current academic year under the principles and policies detailed in its Affirmative Action Plan dated May 28, 1973. The baseline year, therefore, for the University work force complement, utilization analysis and hiring goals and projections for women and minorities is 1972-73.

a. Women

The faculty structure of this institution continues to reflect its historical development as a college for women (UNC-G became coeducational in 1964). The percentage of women in the total university faculty (38.0%)* is twice the national average (19.0%). In many departments the percentage of female faculty members greatly exceeds the national ratio of women with doctorates to men in that discipline.

*Includes professional library staff.

Females as percent of total full-time instructional faculty on 9-10 month contracts in publicly controlled universities.

<u>Academic Rank</u>	<u>National Average*</u>	<u>UNC-G</u>
All ranks	19.0	38.0
Professors	8.7	26.8
Associate Professors	16.1	32.4
Assistant Professors	22.5	36.4
Instructors	30.9	51.8
Lecturers		22.5
Teaching Assistants		80.0
Laboratory Assistants		100.0
Professional Librarians		73.7

A reflection also of the women's college tradition is the fact that a number of the major academic units in the University are in disciplines primarily of interest to women and in which instruction by females has traditionally predominated. This is true of the Schools of Home Economics and Nursing. In addition, the University has a strong tradition of excellence in women's physical education, and the teaching staff of the School of Health, Physical Education and Recreation has therefore been primarily female until now. These three academic areas view the recruitment of males as an important aspect of their affirmative action efforts.

b. Minorities

Black and other minority races represented 3.1% of the total University faculty in 1972-73, as follows:

*American Council on Education, Higher Education and National Affairs, March 2, 1973, Volume XXII, Number 9.

UNC-G Faculty of Minority Ethnic Groups, October 1972

BLACK (1.7%)	
Male	Female
1 Professor (Sociology)	1 Assoc. Professor (HPER)
1 Librarian	1 Asst. Professor (Nursing)
	3 Instructors (1 Biology, 2 Res. Coll.)
	1 Teaching Assistant (Music)
<u>2</u> (.4%)	<u>6</u> (1.3%)

OTHER (1.3%)	
Male	Female
1 Professor (Education)	1 Instructor (Rom. Lang.)
2 Assoc. Prof. (Rom. Lang.)	
1 Asst. Prof. (Rom. Lang.)	
1 Lecturer (Rom. Lang.)	
<u>5</u> (1.1%)	<u>1</u> (.2%)

More specific data on the faculty work force complement are presented in the following sections.

2. Utilization Analyses

The assessment of underrepresentation and/or underutilization of women and minorities within individual academic disciplines, as for other categories of employment in the University, has been based on estimates of availability of women and minorities for each discipline. In the area of faculty personnel, it is assumed that analysis and corrective action must, in general, proceed on the basis of individual disciplines. Therefore, responsibility was assigned to each dean and department head for the initial development of "availability pools" for potential faculty within his/her area of responsibility. Assistance in locating sources of data was provided by the Office of the Vice Chancellor for Academic Affairs and by the General Administration of the University of North Carolina. Deans and department heads were asked to document sources utilized in estimating the availability of women and minorities, to explain the process by which pools were established, and to evaluate the validity and limitations of their estimates. In faculty hiring, the University generally looks to the employment of individuals holding the terminal degree in the discipline, most often the doctorate or its equivalent. Generally, too, it assumes that when an opening is to be filled, candidates will be sought on a nationwide basis. (See Appendices for availability estimates by school and department for faculty.)

The use of "availability pools" in assessing deficiencies and in projecting hiring goals must be attended by the stated recognition of certain qualifications which include:

- the lack of reliable, comprehensive and current data on academics by sex, race, education and discipline. Although the professional organizations of the various academic fields have recognized the need for special national efforts to locate female and minority group candidates, efforts to establish clearing-house programs to assemble and distribute information on availability of minority candidates have begun only in recent years.

- Availability estimates in many instances represent a composite from two or more sources of data using different data bases. The reliability of such extrapolations is therefore subject to question.

- In most cases, because of the lack of sufficiently detailed data, availability pools are not reflective of the numbers and percentages which meet specific criteria for individual positions or ranks. Thus, the real availability of women or minorities for a specific faculty position may be much higher - or much lower - than the estimated pool for that discipline as a whole.

- Even if it may be assumed that data used in establishing pools are reliable and valid, they are not reflections of real availability, but rather of the existence of total numbers of people in defined categories. To assume that the availability percentages expressed for any level of employment define the outer limits of our goal-setting or responsibility to affirmative action would be self-defeating.

a. Utilization Analysis - College of Arts and Science

i. Women

1972-73, women comprised 24% of the full time Arts and Science faculty, above the national percentage of women faculty, and far above the ratio of women who hold the doctorate degree in the U.S. Of the 19 divisions in the College - 18 academic departments and the Residential College - 2 are chaired by women. Only 2 departments in the College currently have no women faculty members - Classical Civilization and Geography (a female assistant professor has been appointed to the former department beginning 1974-75); and most departments have a percentage of women faculty higher than the national availability estimates for those disciplines. However, an examination of female faculty by rank suggests possible areas of under-representation of women within the College faculty at certain levels.

Arts and Science Faculty, By Rank and Sex 1972-73						
	Women		Men		Total	
	No.	%	No.	%	No.	%
Professor	8	13.8	40	21.7	48	19.8
Assoc. Prof.	10	17.2	37	20.1	47	19.4
Asst. & Below	40	69.0	107	58.2	147	60.7
Total Faculty, A&S	58	24.0	184	76.0	242	100.0

Women appear to be underrepresented at the senior faculty ranks. (13.8% of women faculty, 21.7% of men hold full professor rank.) Though this has been detected in previous years and reviews with department heads have produced acceptable explanations for the differentials, it is recognized that further examination will be necessary to determine if discriminatory factors in such matters as performance evaluation, allocation of research resources, faculty leave assignment, and encouragement in professional career development may be present.

In 1973-74 the total number of full-time College faculty remains unchanged from the previous year, and although the percentage of women has dropped slightly (from 24% to 22.7%), as the result of some turn over within the College, the change is not regarded as significant. (Female faculty turn over between 1972-73 and 1973-74 included the retirement of one full-time white professor, and the conversion from full-time to part-time by a black female instructor.)

Because of the relatively large number of well qualified women faculty on this campus compared to other institutions, and the recently increased emphasis on the recruitment of women by other academic institutions, female scholars at UNC-G are experiencing enhanced potential for mobility. The retention of this University's favorable balance of women faculty therefore has become a major challenge.

ii. Blacks and other minorities

Full-time black faculty in the College totaled four in 1972-73, (1.7% of College faculty) including one male Professor of Sociology and three female instructors - two in the Residential College and one in the Department of Biology.

Identification of black Ph. D. s in the national availability pool for all disciplines is still very tentative, at best, and in many academic areas no data are available on the numbers of minority professionals or candidates. Where information is available, it is usually for earned doctorates. This data gap complicates direct comparisons of national availability estimates with UNC-G percentages, since three of the four present black faculty members on the college faculty do not hold a terminal degree.

What can be said with certainty is that blacks are seriously underrepresented in the faculty in relation to their numbers in the general population, or in the statewide population from which this institution's students are primarily drawn. Correction of deficiencies defined in this way cannot be made by drawing upon/recruiting from presently existing "pools" of minority candidates. Estimated availability of black academics in Arts and Science disciplines (18 departments plus the Residential College) is under 2% in all departments except Sociology, and in most disciplines it is 1% or under.

Between 1972-73 and 1973-74 the number of black full-time faculty members has remained constant, with the addition of one male instructor in the Department of Sociology (Social Welfare) and the loss of one female instructor in the Residential College (position changed from full time to part-time.)

The number of other minority faculty in the College was five in 1972-73 (2.0%) and seven in 1973-74 (2.8%).

b. Utilization Analysis - Professional Schools

i. Women

The administrative head of each of the University's six professional schools and of the College is a dean. There are seven academic deanships, and a Director of the Library. Three of the deanships are presently held by women, and the Director of the Library is a white male. As stated earlier in this chapter, three of the major academic divisions on this campus - the Schools of Nursing, Home Economics and Health, Physical Education and Recreation - are in traditionally female areas, are headed by women deans, and have predominately female faculty work force complements. A fourth area, the Jackson Library, whose professional staff are included as faculty, should be added to this category.

Of the remaining academic divisions at UNC-G - Business and Economics, Education, and Music - women were represented on the respective School faculties as shown on the table on the following page.

According to the estimated national availability of women in these areas, women are well represented in the Schools of Business and Economics (13.3% of the 1972-73 faculty were female; estimated availability of women in these combined disciplines is 11.0%) and in Education (36.8% of 1972-73 faculty were female; estimated availability is 15.5%). In the School of Music, for which it is estimated that women constitute 32.3% of the national potential faculty pool, women comprise 23.5% of the 1972-73 faculty. According to this criterion, women are underrepresented in the School of Music.

A comparison of the percentages of males and females within each rank for these schools suggests that women are underrepresented at the higher ranks in the Schools of Education and Music. For example, 37.5% of the male faculty, and only 14.3% of women faculty, hold the full professor rank in the School of Education; in the School of Music, 23.1% of men and 12.5% of women are at the full professor rank. As in the College of Arts and Science, as discussed earlier, though previous analyses have resulted in the conclusion that a pattern of discrimination is not evident in these differentials, it is necessary to be alert to the possibilities that other discriminatory factors are responsible.

Comparing the 1972-73 and 1973-74 faculty complements for these schools, the retirement of one female professor in the School of Business and Economics has resulted in a decrease in the total number of women faculty for that school. In the School of Music, there has been no change in the total number of percentage of faculty by sex, although two female instructors have been promoted to the Asst. Professor rank. In the School of Education, faculty turn over in the one year period has resulted in a net gain of one woman, increasing the percentage of women on the Education faculty from 36.8% to 39.4%.

ii. Minorities

In all six of the professional schools and the University Library there were seven minority faculty members in 1972-73, as follows:

FACULTY, BY PERCENT OF RANK AND PERCENT OF SEX:
SCHOOLS OF BUSINESS & ECONOMICS, EDUCATION, AND MUSIC
1972-73

	School of Business & Economics						School of Education						School of Music					
	Male			Female			Male			Female			Male			Female		
	#	% of Rank	% of M	#	% of Rank	% of F	#	% of Rank	% of M	#	% of Rank	% of F	#	% of Rank	% of M	#	% of Rank	% of F
Dean	1	100.0	3.8				1	100.0	4.2				1	100.0	3.8			
Prof.	3	75.0	11.5	1	25.0	25.0	9	81.8	37.5	2	18.2	14.3	6	85.7	23.1	1	14.3	12.5
Assoc.	5	83.3	19.2	1	16.6	25.0	3	75.0	12.5	1	25.0	7.1	5	71.4	19.2	2	28.6	25.0
Asst. & Below	17	89.5	65.4	2	10.5	50.0	11	50.0	45.8	11	50.0	78.6	14	73.7	53.8	5	26.3	62.5
	26	86.7		4	13.3		24	63.2		14	36.8		26	76.5		8	23.5	
TOTAL School Faculty	30						38						34					

<u>Black Female</u>		Estimated Availability for Discipline, M & F
1	Assoc. Prof., HPER (3.4% of School Faculty)	Unknown
1	Asst. Prof., Nursing (5.2% of School Faculty)	4.0%
1	Teaching Asst., Music (2.9% of School Faculty)	4.8%
<u>Black Male</u>		
1	Librarian (5.0% of Professional Library Staff)	5.0%
<u>Other Minority Male</u>		
1	Professor, Education (2.7% of School Faculty)	.2%
1	Asst. Prof., Business and Economics	3.0%
1	Lecturer, Business and Economics	

The Schools of Business and Economics, Home Economics and Education in 1972-73 had no black faculty. Estimated availability of minorities for these areas are as follows:

Business and Economics	Black	2.1%
	Other	1.6%
Home Economics	Black	15.0%
	Other	5.0%
Education	Black	.8%*
	Other	.2%

If the absence of black faculty defines "deficiency," despite the small percentage of available black academics in these areas, black faculty are underrepresented in the Schools of Business and Economics, Home Economics and Education. In relative terms, assuming the validity of the projected availability estimates in these disciplines, only Home Economics is seriously deficient.

In 1973-74, no changes among minority faculty have occurred in the Schools of Health, Education and Recreation or Music, or among the professional library staff. Three additional black women have joined the School of Nursing faculty (Instructor rank), bringing to 16.6% the percentage of minority faculty in the Nursing School. This is well above the projected availability of black nursing faculty at the national level.

*This percentage may require adjustment. It is believed that nearly 25% of earned black doctorates are in Education, which would suggest a higher ratio of blacks in the total pool of faculty in Education.

B. EPA Non-Faculty - Work Force Complement and Utilization Analyses

This category of personnel includes the EPA non-teaching academic and University services personnel in the University administration. In order to evaluate the current work force complement, office heads and directors were requested to follow procedures similar to those for faculty deans and department heads in establishing availability pools for all categories of EPA non-faculty personnel within their respective areas of responsibility. However, rather than conducting separate utilization analyses for each office, EPA non-faculty personnel have been grouped according to functional categories of employment (officials and managers, administrative, professional and technical).

1. Officials and Managers I

The senior academic administration consists of the chief administrative officer of the University (Chancellor) and the Chancellor's administrative cabinet, composed of the six Vice Chancellors who are in charge of the University's major units and programs. These officers are the Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration, the Vice Chancellor for Graduate Studies, the Vice Chancellor for Student Affairs, the Vice Chancellor for Development, the Vice Chancellor for Business Affairs. All of these officers are white males. Only one of these positions has been filled within the past two years (the Vice Chancellor for Administration, a new position) and one vacancy is expected to occur within the next five years (retirement of the Vice Chancellor for Development in 1974). Recruitment for all of these positions would be conducted at the national level.

a. Availability of Women and Minorities

The complexities of establishing realistic pools of qualified academic personnel are particularly acute in attempting to define the parameters of senior administrative positions in terms of availability by race and sex. The prerequisites for most of these positions - especially the Chancellor and the Vice Chancellors for Academic Affairs, Graduate Studies, and Administration - are not limited to a single discipline or group of disciplines. Further, the requirements of any individual position are directly related to the needs of the institution and of the Chancellor at a given time.

Available information on the ratio of women to men in academic administration indicates that in 1969-70, 11% of four-year college and university presidents were women; 4% of vice presidents; 18% of academic deans; and 4% of development

directors.* This provides a general measure of the existence of women academic administrators against which to assess UNC-G's utilization of women in this category. It is concluded that women are underrepresented at the senior level of academic administration at this institution.

2. Officials and Managers II

At the next level there were in 1972-73 18 deans (excluding academic deanships), office directors, and assistant vice chancellors, as listed below:

Asst. Vice Chancellor, Academic Affairs

Asst. Vice Chancellor, Graduate Studies

Director of Admissions

Registrar

Dean of Academic Advising

Dean of Men

Dean of Women

Dean of Student Activities

Director of Extension and Summer Session

Director of Student Aid

Director, Institutional Research

Director, Administrative Computer Center

Director, Student Health Service

Director, Alumni Affairs

Director, Television

Director, News Bureau

Director, Special Services Project

Director, N. C. Committee for Continuing Education in the Humanities

Of these, 14 (77.8%) were white males, 1 (5.5%) a black male (Director of Special Services) and 3 (16.7%) white females (Dean of Women, Director of Student Aid, Director of Alumni Affairs).

Two positions in this category have been replaced in the current year, and two new positions have been filled. The directors of Extension and Summer Session and of Institutional Research, both of whom were white males, have been replaced by white males. The former position is a temporary appointment filled by a member of the University faculty, and will become vacant again in 1974. The position of Institutional Research Director, vacated in August 1973, was filled in January 1974 after a four-month search by a University committee, which conducted serious efforts to identify and to recruit black and

*Reproduced from Oltman, 1970 in Carnegie Commission, Opportunities for Women in Higher Education, September 1973.

women candidates for the position. The search produced one woman candidate, who later removed herself from consideration for the position.

Of the two newly created positions for 1973-74, one is an additional Asst. Vice Chancellor for Academic Affairs (and Coordinator of Teacher Education), which was filled internally by a professor who was Asst. Dean in the School of Education (white male). The second new position, Director of The Academic Computer Center, has also been filled by a white male. The identified pool of qualified persons for the latter position, which is quite small, consists exclusively of white males at this time.

One additional new position is projected for the 1975-76 academic year, an Asst. Vice Chancellor for Student Affairs.

Recruitment pools for positions in this category would be national for some positions and regional for others. (See Appendices.) In 1970, women constituted 16.6% of the experienced U.S. civilian labor force in the managers and administrators category.* Using this percentage as a reference point, women are equitably represented in the intermediate level of officials and managers at UNC-G. Nevertheless, the University is committed to increasing its utilization of and enhancing career opportunities for women and minority talent to the full extent of their availability.

3. Administrative Personnel

Includes associate, assistant and assistants to directors in categories 1 and 2 above. Women occupy the majority of positions in this area. The 1972-73 work force complement for administrative personnel included three white males (18.7%), one black male (6.3%) and twelve white women (75.0%). Thus, women appear to be well represented in administrative positions at this level.

4. Professional Personnel

Includes those positions for which there are specific professional requirements, excluding those who are office heads or directors (Officials and Managers) or whose responsibilities as associate/assistant directors are primarily administrative in nature. Because some professional personnel are classified in the Officials and Managers or the Administrative categories, this group is relatively small. The professional group (total seven in 1972-73) includes the associate physicians in the Student Health Service, and the guidance

*Adapted from table in Economic Report of the President (1973, pp. 155-159) in Carnegie Commission, op.cit., p. 173.

and tutoring personnel in the Counseling Center and Special Services Project. Four of the seven are men, including one black, and three are white female. Neither women nor blacks are underrepresented among the University's professional personnel.

5. Technical Personnel

At the present time only one EPA non-faculty full time position is classified as Technical, a programmer in the administrative computer center. This position is currently occupied by a white male, and no additions or changes are anticipated for the five year period.

Summing all categories of EPA non-faculty personnel (full time) for 1972-73, 36.7% were female and 6.1% black. These summary percentages do not reflect underutilization of either women or minorities. However, it is clear from the above analyses that the proportion of both women and minorities is much lower at the higher levels of University administration.

There are, in addition to the personnel and offices identified above, several EPA non-faculty positions which have not been included in the above analyses. These are the staff of the Child Nutrition Project and the Child Development and Family Relations programs in the School of Home Economics. The latter includes the Training Center for Infant-Toddler Care and the Carter Child Care Center; and the Headstart State Training Office and the Headstart Leadership Development Program. All of these programs (except for the Carter Child Care Center) are federally funded, and are not considered a part of the central academic administration. Personnel in these programs total thirteen, all of whom are in the Officials and Managers or Professional category. Five of these positions were occupied by blacks in 1972-73, and twelve by females.

C. SPA (Classified Positions Subject to Personnel Act)

As agency of the State of North Carolina, the University is subject to the policies of the State Personnel Department in all non-academic personnel areas. Job classifications and pay scales are established by the State Personnel Department. When a position is authorized, the State Personnel Department studies it and determines the job classification. Automatic and merit increments to higher steps in the range of all classifications are made in accordance with State Personnel Department regulations. The study of availability includes Guilford County and the standard metropolitan statistical area of Greensboro, High Point, and Winston-Salem, consisting of Forsyth, Guilford, Randolph, and Yadkin Counties, a radius of about 30-40 miles. This is shown as Table A.

Standard Metropolitan Statistical Area

(N. C. Employment Security)

	Total Work		Total				White				Black				Other Minorities			
	Force	(%)	Male	(%)	Female	(%)	Male	(%)	Female	(%)	Male	(%)	Female	(%)	Male	(%)	Female	(%)
Total employed 1970	269,282	100	155,647	57.8	113,635	42.2	131,312	48.8	90,721	33.7	23,806	8.8	22,554	8.4	529	0.2	360	0.1
Prof. -Tech., & related	35,007	100	19,212	54.9	15,795	45.1	17,759	50.7	12,882	36.8	1,357	3.9	2,887	8.2	91	0.3	31	0.1
Nonfarm managers & adms.	20,735	100	17,553	84.7	3,182	15.3	16,727	80.7	2,812	13.6	911	4.4	271	1.3	9	0.0	5	0.0
Sales	18,311	100	12,175	66.5	6,136	33.5	11,604	63.4	5,715	31.2	542	3.0	428	2.3	22	0.1	0	0.0
Clerical	46,317	100	11,886	25.7	34,431	74.3	10,270	22.2	31,027	67.0	1,714	3.7	3,203	6.9	11	0.0	92	0.2
Craftsmen, foremen & rel.	38,238	100	35,624	93.2	2,614	6.8	32,106	84.0	2,087	5.5	3,416	8.9	474	1.2	130	0.3	25	0.1
Operatives exc. transport	58,163	100	25,777	44.3	32,386	55.7	19,602	33.7	25,915	44.5	5,919	10.2	6,428	11.1	129	0.2	170	0.3
Transport equip. operatives	10,233	100	9,892	96.7	341	3.3	7,943	77.6	272	2.7	1,945	19.0	45	0.4	28	0.3	0	0.0
Laborers, nonfarm	11,579	100	10,215	88.2	1,364	11.8	6,107	52.7	998	8.6	4,016	34.7	406	3.5	52	0.5	0	0.0
Service workers exc. private household	21,543	100	9,157	42.5	12,386	57.5	5,651	26.2	7,893	36.6	3,367	15.6	4,556	21.2	53	0.3	23	0.1
Private household workers	4,578	100	146	3.2	4,432	96.8	0	0.0	666	14.5	132	2.9	3,766	82.3	0	0.0	14	0.3
Farm workers	4,578	100	4,010	87.6	568	12.4	3,543	77.4	454	9.9	487	10.6	90	2.0	4	0.1	0	0.0

1. Work Force Complement by Sex and Race

The total population for the metropolitan area (four counties) in 1970 was 603,895; 118,300 or 20% were black, 316,712 or 50% were female. In a study of the 1972 employment status of the metropolitan population, the total work force was 337,430; 57,880 or 17% were black, and 142,090 or 42% were female. The unemployment rate was 2% white, 4% black, and 3% female.

In the local area of Guilford County in 1970 the total population was 338,590; 63,745 or 22% were black; 152,267 or 53% were female. The work force study for Guilford County in 1971 shows that in a work force of 175,160, 36,760 or 21% were minority; 75,820 or 43% were female. The total unemployment rate for Guilford County in 1971 was 2.7% for minorities and 3.5% for women.

To determine the availability and assess the utilization of minorities and females within the University work force, the data compiled in the studies of the metropolitan area, Guilford County, and UNC-G work force profile show blacks and females are employed in the major occupational categories in the percentages as shown in Tables B and C which follow on page 34. Table D on page 35 summarizes the UNC-G work force profile for SPA personnel by job category, race and sex.

2. Utilization Analysis - Minorities

The data used to determine the availability of minority and female workers and to evaluate the utilization of these groups were obtained from the North Carolina Employment Security Commission and from General, Social and Economic Characteristics of North Carolina, prepared by the Department of Commerce. These statistics were based on the 1970 Census of Population, 1971 and 1972 Work Force study, and 1972 manpower information.

Professional-Technical categories include positions for nurses, residence supervisors, accountants, news reporters, consulting engineers, and TV and Computer Technical positions. In the metropolitan area, 12% of the professional-technical work force are black; in Guilford County, the percentage of blacks is 14%; and only 2% of the employees in this group at UNC-G are minorities. It appears there is underutilization of minorities in this category.

Included in the Managerial group are managers, officers, superintendents in management, directors, and administrative assistants. Although the percentage of minorities employed in this group is small, 6% in the metropolitan area and 5% in Guilford County, the fact that 23 positions in this group at UNC-G are all held by whites indicates a deficiency among managerial personnel in the University.

Table B

	Metropolitan			Guilford County			UNC-G		
	White	Black	Female	White	Black	Female	White	Black	Female
Professional-Technical	88%	12%	45%	86%	14%	46%	98%	2%	59%
Managers	94%	6%	15%	95%	5%	14%	100%	0%	52%
Office Clerical	89%	11%	74%	88%	12%	75%	92%	8%	91%
Craftsmen	90%	10%	7%	87%	13%	7%	95%	5%	11%
Operatives	78%	21%	56%	73%	27%	55%	45%	55%	74%
Laborers	61%	38%	12%	55%	45%	11%	41%	59%	6%
Service Workers	63%	37%	58%	60%	40%	55%	11%	89%	58%

Table C

Metropolitan Area

Availability of the Experienced Unemployed (1970 Census of Population)

	<u>Total</u>	<u>White</u>	<u>Black</u>	<u>Female</u>
Total	6,835	4,825	1,995	4,060
Professional-Technical	6.9%	8.5%	2.8%	5.8%
Clerical	15.2%	16.9%	11.1%	21.5%
Crafts	10.8%	12.8%	6.1%	2.5%
Operatives	35.4%	35.5%	35.5%	40.3%
Laborer	7.3%	5.6%	11.6%	2.9%
Service	11.2%	8.4%	18.0%	16.0%

(No figures available for Managerial group)

Table D

WORK FORCE PROFILE BY RACE AND SEX
FULL-TIME SPA EMPLOYEES - MARCH, 1973

	Total	White				Black				Other Minorities			
		Male	(%)	Female	(%)	Male	(%)	Female	(%)	Male	(%)	Female	(%)
Prof. -Tech.	54	21	39	32	59	0		1	2	0		0	
Managerial	23	11	48	12	52	0		0		0		0	
Office-Clerical	175	12	7	149	85	4	2	10	6	0		0	
Craftsmen	37	31	84	4	11	2	5	0		0		0	
Operatives	61	9	15	18	30	7	11	27	44	0		0	
Laborers	17	6	35	1	6	10	59	0		0		0	
Service Workers	160	14	9	4	2	53	33	89	56	0		0	

Office Clerical workers include all types of clerical positions, regardless of the level of responsibility. Although the position classification indicates clerical work, a number of persons in these positions serve in a supervisory capacity. With 11% of the clerical workers in the metropolitan area black, 12% in Guilford County, the representation of minorities among clerical workers at UNC-G is 8% suggesting the need for corrective action in this category.

Craftsmen are highly skilled workers, line supervisors, and personnel in trades. Because 10% of the craftsmen in the metropolitan area are black, 13% in Guilford County are black, and only 5% of the total craftsmen employed at UNC-G are black, underutilization exists in this group. There has been a limited number of positions available in this category, making job development programs difficult. There have also been few applicants for the positions which are available since more money is offered for these skills by construction and industry.

This analysis indicates that, according to the number of minorities employed in the major occupational categories in our recruiting area, underutilization exists in the above categories. Although 38% of the work force is black, only 3% are represented in the managerial, office clerical, and craftsmen categories, with 35% in operatives, labor, and service. The greatest number of minority employees in the University work force are in service work.

3. Utilizational Analysis - Female

The data compiled for the metropolitan area show that women comprise 42% of the work force, in Guilford County 44%, and at UNC-G 66% of the SPA work force is female. Based on the comparison of the women employed in the major occupational groups in the metropolitan area and Guilford County, the percentage of women in the work force at UNC-G is far above these other areas. Although the statistics may indicate a reasonable number of women in each category, every effort must be made in all employment policies and practices in hiring, transferring and promoting, to utilize women.

Chapter VI

DEVELOPMENT AND EXECUTION OF CORRECTIVE AND REMEDIAL GOALS

Details of the University's Affirmative Action goals, procedures and time-tables relating to communications, individual assigned responsibilities, and procedures for record keeping and monitoring appear in Chapters III, IV and VII, respectively, of this report. This section deals primarily with goals and programs designed to correct specific deficiencies identified in the personnel utilization analyses in Chapter V. The time frame for attainment of stated goals will be five years for academic personnel (EPA faculty and EPA non-faculty) and three years for all classified (SPA) personnel. For all categories of personnel, the baseline year is 1972-73.

A. EPA Faculty

In the area of faculty personnel, it is assumed that analysis and corrective detailed action will, in general, proceed on the basis of individual disciplines, guided and monitored by the Vice Chancellor for Academic Affairs and the Affirmative Action Officer. Recruitment of faculty is guided by the requirement that most positions be assigned to individuals with special educational preparation and experience. Recruiting of this nature can be conducted successfully only within the department or school immediately responsible for the program in which the candidate will be placed.

Chapter V also detailed the procedures which deans and department heads utilized in developing estimates of the availability of women and minorities for specific disciplines. Each dean/department head in faculty areas, and each office head or director in EPA Non-Faculty areas was asked to provide additional information, including:

- the number of positions expected to become vacant during the 1973-74 - 1977-78 period (replacement positions).
- the estimated number of newly created positions during the 1973-74 - 1977-78 period.
- Projected hiring goals, based on the total number of replacement and new positions, by race, sex and rank. Projected goals for hiring women and minority faculty were based on estimates of their availability.

In most academic areas of the University, women currently are well represented on the faculty; and the representation of blacks and other minori-

ties while low, is not incompatible with the best available estimates of their availability in the national pools from which faculty are recruited.

1. Hiring Goals for Women

The University's affirmative action goals with respect to women faculty are:

- a. to maintain the overall favorable balance of women on the total University faculty;
- b. to increase the representation of women in those disciplines in which they are currently underrepresented, according to national availability estimates;
- c. to identify and eliminate any discriminatory factors which may have resulted in differential treatment of women and men with respect to salary and promotion, or other faculty benefits.

A summary of departmental and school hiring projections for the 1973-74 - 1977-78 period indicates that the University anticipates the hiring of over 200 new faculty members during this period. This total includes both replacement and newly created positions, and is subject to revision dependent on the level of student enrollments, curriculum revisions, and annual budget appropriation levels. In order to meet the goals specified above, the University projects that approximately 50 percent of new faculty hired in this period will be women.

2. Hiring Goals for Minorities

The University's affirmative action goals with respect to minorities are:

- a. to increase the representation of minority faculty to the fullest extent of their availability.
- b. to expand the University's utilization of all available resources in identifying and recruiting potential minority candidates.
- c. to engage in efforts to increase the total pool of minority faculty, by encouraging capable minority students to pursue graduate careers here and at other institutions, by encouraging junior faculty who do not hold a terminal degree in their discipline to continue their own education.

Goals for increasing the representation of black and other minorities

are based on less comprehensive and reliable availability data than exists for women. These goals are therefore presented with the recognition of their somewhat arbitrary nature, but with the full commitment to work toward their attainment at the University-wide as well as the individual disciplinary level.

Thirty, or approximately 14 percent of the anticipated faculty additions for the five year period are projected to be black, and four new faculty from other minority groups. This would increase the percentages of black and other minority faculty in the University to 5.7 and 2.1, respectively.

The table on the following page summarizes faculty hiring goals for individual disciplines by race and sex, and compares 1972-73 faculty complement of women and minorities to projected goals for 1977-78, expressed in percentages. The projected annual schedules of hiring for individual disciplines are presented in the appendices (Tables I-VII).

Two academic deanships, in the Schools of Education and Health, Physical Education, and Recreation, will become vacant in 1974. Faculty committees have been appointed to recruit and recommend appointees for both of these positions. Both committees have been instructed by the Vice Chancellor for Academic Affairs to give conscientious attention to the University's commitment to affirmative action, and both committees are engaged in a major and deliberate search for female and minority candidates for these positions.

Identifying women and minority groups candidates who may be available for appointment and getting information about vacancies into channels where it may come to the attention of suitably prepared minority group candidates are major responsibilities of the University in recruiting. This requires some major departures from traditional recruiting practices by which personal professional contacts or letters of inquiry to a small number of selected schools were the primary methods utilized for soliciting candidacies for a vacancy. The various academic units in the University have adopted the practice of utilizing clearing-house programs established by professional and academic organizations to assist in identifying women and minorities.

It is also recognized that certain universities and certain graduate programs attract and graduate larger numbers of minority group candidates than others. In fields in which this is true candidates are sought by inquiry at such places when vacancies are to be filled. The policies and procedures which will ensure that all available channels will be utilized in recruiting and hiring are detailed in Chapters III and VII.

Within the University, when such opportunities develop, students and junior members of the faculty, who do not qualify for promotion or permanent

FACULTY HIRING GOALS FOR WOMEN AND MINORITIES
1973-74 - 1977-78

Dept/School	1972-73 Percent of Faculty			Numerical Hiring Goals 1973-78				Goals for 1977-78 Percent of Faculty		
	Women	Black	Other Min.	Total	Women	Black	Other Min.	Women	Black	Other Min.
Anthro.	20.0	--	--	2	1	--	1	18.0	--	14.3
Art	21.0	--	--	11	5	--	1	31.8	--	4.5
Biology	38.1	4.7	--	4	2	--	--	36.4	4.5	--
Chem.	21.4	--	--	5	--	--	--	20.0	--	--
Class. Civ.	--	--	--	2	1	--	--	33.3	--	--
Drama/Sp.	31.2	--	--	6	3	--	--	30.8	--	--
English	12.9	--	--	14	7	--	--	17.6	--	--
Geography	--	--	--	1	1	--	--	--	--	--
Germ/Russ.	40.0	--	--	2	1	--	--	40.0	--	--
History	16.0	--	--	--	--	--	--	18.2	--	--
Math	18.7	--	--	5	1	--	--	22.2	--	--
Philosophy	16.6	--	--	2	1	--	--	14.3	--	--
Physics	14.3	--	--	6	--	--	--	--	--	--
Poli. Sci.	16.6	--	--	3	--	1	--	11.1	--	--
Psychology	18.7	--	--	6	2	1	--	25.0	5.0	--
Relig. Stud.	--	--	--	4	2	--	--	33.3	--	--
Res. Coll.	66.7	66.7	--	--	--	--	--	50.0	50.0	--
Rom. Lang.	44.8	--	17.2	4	1	--	1	35.7	--	25.0
Sociology	21.4	7.1	--	6	1	2	--	17.6	11.8	--
Arts/Science	24.0	1.7	2.1	79	29	4	3	24.5	1.9	3.7
Bus. Econ.	13.3	--	6.7	26	7	3	1	16.7	5.6	1.9
Education	36.8	--	2.7	14	6	3	1	42.8	7.1	2.4
HPER	82.8	3.4	--	24	11	3	--	56.8	21.6	--
Home Ec.	84.8	--	--	17	10	2	--	70.0	4.0	--
Music	23.5	2.9	--	15	7	6	--	28.6	12.2	--
Nursing	100.0	5.2	--	27	26	7	--	97.6	16.6	--
Library	70.0	5.0	--	14	11	1	--	71.4	10.0	--
TOTAL UNIV	38.0	1.8	1.8	216	107	29	4	39.4	5.7	2.1

appointment because they have not completed advanced degrees, are encouraged to undertake further study either here or elsewhere. This is viewed in all the academic areas of the University as one of the major efforts in affirmative action. Individuals from minority groups who complete such programs of study are not necessarily available to us for appointment, so our contribution is often in the form of enlarging the national pool of minority group candidates rather than increasing our own employment of such persons.

The University has recognized that some of the effects of the shortage of suitably prepared blacks for employment in many academic fields may be relieved by student and faculty exchange programs with nearby institutions of higher education. There are six institutions of higher education in Guilford County, two of which traditionally have been predominantly black. In 1971 the University completed an arrangement for student and faculty exchange with North Carolina Agricultural and Technical State University, and in January, 1973, expanded this agreement into a consortium arrangement with all of the Guilford County institutions. In their relationships with these institutions many academic units of this University have worked intensively to encourage the professional growth and development of students and faculty persons at the other county institutions who were representatives of minority groups, and this has in the past, and will in the future, result in the recruitment of blacks into the University's academic programs. Various academic units of the University have also encouraged black students to undertake advanced study at other universities.

For summary purposes, the chart below demonstrates how the various academic units of the University proceed with appointments to faculty and EPA non-faculty positions:

- Define the position in terms of duties required, level of appointment, and approximate salary.
- Establish as clear policy in the unit itself and in the University generally that underrepresented groups (minorities, and in some areas, women) have priority in the search for appointees.
- Advertise the position in national journals and in listings with national professional job services; advertise by word-of-mouth among colleagues; make special approaches to individuals and organizations in touch with minority group candidates; advertise the availability of the position through all channels in the University. Make clear in all these approaches that the University is an equal opportunity employer.

- When the officer in charge of the employing unit files appointment papers, he is required to file, as a part of his recommendation, a statement detailing his/her recruiting efforts, and an explanation for the recommended appointment.

- Annually each dean and department head files with the Vice Chancellor for Academic Affairs a report showing his efforts to appoint members of minority groups to his faculty and other significant aspects of the progress of his affirmative action program.

Recently proposed revisions in the University's tenure policy have been approved by UNC-G's Board of Trustees, and are awaiting review by the state Board of Governors. The revised policy will allow part-time faculty experience to be counted toward promotion and tenure, the effect of which should be to make tenure accessible to more women. (See Appendix for the University's revised tenure policy).

Much of the discussion in the previous section is applicable to EPA Non-Faculty personnel. Methods of procedure for projecting vacancies and new positions and for establishing hiring goals were the same for faculty areas and the University administration. Affirmative action goals for women and minorities on the University faculty are equally applicable to EPA non-faculty areas.

1. Hiring Goals for Women

Although women are well represented in the total University administration (EPA non-faculty), no senior position in the University administration is currently held by a woman (excluding academic deanships, discussed under faculty). The highest positions held by women in the EPA Non-Faculty Category are those of the Dean of Women, the Director of Student Aid, and the Director of Alumni Affairs (Officials and Managers, level II). A high priority for the University is to increase the numbers of women in positions of senior responsibility.

The process which this institution has undergone during the past decade, in the transition from a Woman's College to a coeducational University, has resulted in an increase in the representation of males in the University administration. For example, the immediate predecessors of the current Vice Chancellor for Academic Affairs, the Dean of Academic Advising, and the Director of Admissions (all of whom are males) were women.

Restoring an equitable balance of men and women in the University administration in the time frame under consideration is limited by the relatively small turnover rate among officials and managers. At the present time, only one vacancy, and no new positions, are anticipated at the Chancellor's Cabinet level between now and 1977-78. It is the goal of the University, however, to have at least one women represented in the Chancellor's Cabinet by 1978. Serious and intensive efforts will be made to identify and recruit women for the position of Vice Chancellor for Development, which becomes vacant in 1974, and for any other position which may become vacant during this period.

At the second level of Officials and Managers, only two additional positions are currently expected to be filled between now and 1978. (Three have already been filled in the current year, as discussed in Chapter V). Again, the recruitment of a woman for the position of Director of Extension and Summer Session for 1974 is a high priority for the University.

2. Hiring Goals for Minorities

The percentage of blacks in the total EPA non-faculty category (6.1 percent) does not suggest underrepresentation. Nevertheless, only

three positions in the EPA Non-Faculty Category are occupied by minorities — all black males. These are an Assistant Director of Admissions (Administrative Category), the Director of Special Services (Officials and Managers II) and a Vocational Counselor in the Special Services Project (Professional). None of these is a senior administrative position. The hiring projections summarized in the table on the following page and detailed in the Appendices reflect the University's goal to increase significantly the representation of blacks in the University Administration, to 20% by 1977-78. Eight positions are projected to be filled by blacks between now and 1977, including an Assistant Vice Chancellor for Student Affairs.

Crucial to the University's Affirmative Action efforts in the EPA Non-Faculty area is the effort to enhance the mobility of women and blacks currently employed. Concurrently with efforts to increase the numbers and percentages of women and minorities in University employment, there must be efforts to encourage their retention and advancement within the University. The University will in the coming year undertake an analysis of EPA Non-Faculty employees, by race and sex, especially in the administrative category, to determine if any inequities exist in terms of salaries or promotion trends for women and blacks, and if so, will develop and implement appropriate corrective actions.

C. SPA (Classified positions subject to Personnel Act)

1. Recruitment. The recruitment area for most positions subject to the Personnel Act is Guilford County, which includes a radius of about 15 miles. The labor market for some professional, managerial, and skilled workers must be extended to a broader geographical area, sometimes statewide, regional, and in rare cases, national. The total population of the recruiting area as described has no doubt grown since the census population was taken in 1970 and since the work force studies were made in 1971 and 1972. The Employment Security Commission indicates that there have probably been changes in the occupational distributions since 1970; but the changes are not believed to be significant. It is estimated that on a nationwide basis as many as 60 percent of all job vacancies are filled by employed workers moving from one job to another. Therefore, it is assumed that data for employed persons, by category, in the County and metropolitan area, provide appropriate estimates of work force availability.

A program centered on developing recruitment sources has already been initiated at UNC-G. In an effort to recruit black employees contacts are made with the Placement offices and Personnel offices of the North Carolina Agricultural and Technical State University and Bennett College,

EPA NON-FACULTY HIRING GOALS FOR WOMEN AND MINORITIES
1973-74 - 1977-78

	1972-73 Percent of Work Force Complement			Numerical Hiring Goals 1973-78				Goals for 1977-78 Percent of Work Force Complement		
	Women	Black	Other Min.	Total	Women	Black	Other Min.	Women	Black	Other Min.
Off. & Mgrs. I	--	--	--	--	(1)*	--	--	14.3	--	--
Off. & Mgrs. II	16.7	5.5	--	5**	(1)***	1	--	18.2	9.1	--
Admin. Pers.	75.0	6.3	--	17	7	5	--	57.1	17.9	--
Prof. Pers.	42.9	14.3	--	9	5	2	--	50.0	21.4	--
Tech. Pers.	--	--	--	--	--	--	--	--	--	--
TOTAL	36.7	6.1	--	32	(14)	8	--	36.9	20.0	--

*The position of the Vice Chancellor for Development is at this time the only vacancy anticipated in the Chancellor's Cabinet by 1977-78. The University will conduct an extensive search to identify/recruit a woman for this position or any other which subsequently becomes vacant during this period.

**Three of which were filled in 1973-74.

***One of the two remaining positions to be filled at this level of Officials and Managers is the Director of Extension and Summer Session.

both of which are predominantly black institutions located in Greensboro. Listings of vacancies are regularly posted with these institutions as they occur. The Personnel Officer of this University visits Guilford Technical Institute in an effort to recruit employees from their special program for the training of the culturally deprived and underprivileged groups. These expanded recruiting sources will increase minority representation in the work force.

2. Goals, Timetables, and Corrective Actions

Positions subject to the Personnel Act (non-academic employees) have been treated as organizational units in the utilization and analysis section and will be treated in the same way in this section.

Non-academic personnel practices and policies are established by the State Personnel Department as well as job specifications and pay scales. Job specifications outlining the type of work, duties and responsibilities in each class of work (i. e., typist, housekeeping assistant, administrative officer, laboratory technician, etc.) are designed by the State Personnel Department. These specifications are used for the same job classifications consistently. The application form for employment was also designed by the State Personnel Department and bears the "Equal Opportunity Employer" statement.

As required by State law, all vacancies are listed with the Employment Security Commission of North Carolina within 10 days after the position is vacant with the information "Equal Opportunity Employer." The Employment Security Commission in turn lists the vacancy throughout the State, advertises on local radio stations and in local papers. Each week all vacant positions are listed on bulletin boards throughout the campus. This notice gives employees information concerning classification of position vacant, location, minimum salary offered, and minimum requirements necessary to qualify. This enables incumbent employees to know of possible opportunities for their own advancement and serves as a means of recruiting by employees, who may tell persons seeking employment about vacancies here.

Completed applications are logged in the Personnel Office according to type of work indicated, ethnic background, and sex. Applicants for employment are interviewed and informed about employment with the State (benefits, etc.). Qualified applicants are referred to the department or office on campus where a vacancy exists.

Before a department head can make a final commitment to any person to fill a non-academic position, an affirmative action form must be submitted to the University Personnel office. The Affirmative Action

Form includes a summary of efforts made to produce applicants for the position from minority groups and females; the name, race, and sex of all applicants who have been considered for the position; and the reason for the selection of the particular person recommended for the position. If it appears that the department head has not made sufficient effort to recruit minorities and women, and it appears that underutilization exists in the department or in the specific classification, the personnel officer will discuss the situation with the department head before a final commitment can be made.

- a. Professional-Technical. The specific job classifications in this group are nurses, dormitory counselors-supervisors, television and Computer Center technical positions, and accountants. During the year preceding this report there were six separations from University employment in the Professional-Technical category. In the next three years, six retirements are anticipated: two in 1974; one in 1975; and three in 1976. There were no new positions requested for this group for 1973-74; six full time positions will be requested for 1974-75; and it is estimated that two will be requested for 1975-76. It has been difficult to recruit applicants for positions in this group and it has been necessary to recruit beyond the metropolitan area.

In the past, employing nurses has been difficult due to the fact that salary scales in local hospitals have been higher and shift schedules more flexible than those offered by the State. Also, one local hospital is predominantly black. The salary scales for state-employed nurses now have been improved and a shift differential added which should aid our recruitment efforts and help correct the deficiency in this class.

The salary scale also has been a negative factor in the successful recruitment of minorities for Dormitory Supervisors-Counselors. Not reflected in our profile is the utilization of black graduate students as part-time assistants to the counselors. The fact that a Dormitory Supervisor-Counselor is required to live-in has proven a deterrent in some instances in hiring blacks. Two black applicants declined appointments because the living accommodations were not conducive to family living. Living-in is essential for effectiveness of a Dormitory Supervisor.

Women and minority personnel have not been available when vacancies have existed for high level jobs in the Computer Center. Extensive recruitment in the county, state, and region have failed to produce applicants. The salary scale has also been a factor. In

the past two years, we were successful in filling two positions by recruiting out-of-state. To improve the pool of applicants and correct deficiencies in this area, recruiting efforts are being reviewed and expanded; i. e., all vacancies are listed throughout the campus with details concerning minimum qualifications and salary. This is helpful in encouraging employees to refer qualified applicants. The salary scales are set by the State Personnel Department, and they are constantly conducting studies in an effort to keep State salaries on a competitive basis. Because underutilization exists in this group due to the scarcity of qualified applicants and the salary scale, it would seem reasonable to set as a goal for the period the addition of two minority employees in the Professional-Technical category, which will increase the minority representation from 2 percent to 4 percent in this area.

- b. Managerial. In the metropolitan area 6 percent of managers are black and in Guilford County 5 percent are black (see Table B, Chapter V); while UNC-G has no blacks in managerial positions. There was one separation last year in management. In the next three years two retirements are anticipated, one in 1974 and one in 1976; One new position will be requested for 1973-74; none for 1974-75, and one for 1975-76, for a total of four expected managerial position openings. To reduce the deficiency in this area, potentially qualified minority applicants will be sought for the possibility of promotion opportunities. These positions are advertised throughout the campus to offer employees opportunity for promotion, and expanded recruitment efforts will be established in this area. Of the four positions to be filled in this period, the goal is that at least one will be a black or other minority, which would give a 4 percent minority representation in the managerial category.
- c. Office-Clerical. A good pool of well qualified applicants for all types of office and clerical employees has been maintained from "walk-in" applicants and communication between employees and prospects. However, very few minorities have applied in this manner. Efforts will be undertaken to increase the numbers of minority applicants through expanded recruitment procedures. During the past year there were 35 separations, 6 retirements are anticipated in the next three years, 32 new positions were scheduled for 1973-74, 12 requested for 1974-75, and 10 will be requested for 1975-76. Of the 32 new positions requested for 1973-74 only 14 1/2 new clerical positions have been established. The funds for the remaining positions are being used to make changes in existing positions, such as upgrading of positions, extension of time from one-half to full time, etc. To bring the percentage of minority

SPA FACULTY HIRING GOALS FOR WOMEN AND MINORITIES

	1972-73 Percent of Work Force Complement		Numerical Hiring Goals 1973-76			Goals for 1975-76 Percent of Work Force Complement	
	Women	Minorities	Total	Women	Minorities	Women	Minorities
Prof. - Tech.	61.0	2.0	14	--	2.0	--	6.4
Managerial	52.0	--	4	--	1.0	--	4.0
Off. - Clerical	91.0	8.0	42	--	5.0	--	9.0
Craftsmen	11.0	5.0	3	--	1.0	--	8.1
Operatives	74.0	55.0	--	--	--	--	--
Laborers	6.0	59.0	--	1.0	--	--	11.7
Serv. Wkrs.	58.0	89.0	--	--	--	--	--

(Projections are not made for women/minorities when they are not currently underrepresented.)

employed at UNC-G (currently 8 percent) in this group nearer that of the metropolitan (11 percent) and county (12 percent), a goal of 8 additional blacks within the next three years is planned, 1973-74, 2; 1974-75, 3; and 1975-76, 3. This will raise the minority representation in office-clerical positions to 9.0 percent.

- d. Craftsmen. In the metropolitan area, 10 percent of craftsmen are black and in Guilford County 13 percent, and at UNC-G only 5 percent are black. The limited number of positions in this category has made it difficult to establish job programs to develop skills. Also, local industry and local construction businesses offer more money for craftsmen in this area. Broad advertising has produced few applicants; and in most cases, the salary offered would not induce applicants to move from any great distance to this area. There were three vacancies in this category last year. In the next three years, 3 retirements are anticipated, 2 in 1974, and 1 in 1975. The deficiency in this area could be best corrected by providing training for employees in service work and promoting them when opportunity for skilled work is available. It is projected that at least one of the three expected vacancies will be filled by a black or other minority, increasing the percentage of minority craftsmen in the University work force from 5.4 to 8.1.

In addition to the outlined responsibilities detailed in Chapter IV the following actions relate specifically to the SPA category of personnel.

<u>Type of action</u>	<u>Who is Responsible</u>	<u>Target Date</u>
Continue circulation of job vacancy sheet - increase circulation to new recruiting sources	Personnel Officer	In effect & continuing
Distribute job specifications to recruiting sources	Personnel Officer	Immediately
Extend recruiting efforts to sources where minorities are trained - technical schools in area, colleges, etc., to increase applicant flow of minority	Personnel Officer	Immediately

<u>Type of Action (continued)</u>	<u>Who is Responsible</u>	<u>Target Date</u>
Make available all job specifications to management involved in employment practices.	Personnel Officer	
Establish basic program for training service workers for advancement	Vice Chancellor for Business Affairs, Personnel Officer	April 1, 1974
Establish exit interview to determine cause of employee turnover.	Personnel Officer	Immediately
Establish method of recording minority applicant flow and application rejection rate.	Personnel Officer	Immediately

3. Other Problems.

Use of tests in employee selection.— Job specifications issued by the State Personnel Department indicate the minimum education and/or experience required to qualify for a position, and hiring practices have been guided by the State requirements rather than through the use of tests. There is one exception to this general practice and that is the employment of campus security officers. Psychological tests are used as a means of gathering data which can be verified by other means during the background investigation. The director of the University Testing and Counseling Center administers the tests. The tests are presently being validated to determine their suitability for use. The potential test battery for use in screening campus security personnel applicants includes:

- Minnesota Multiphasic Personality Inventory (MMPI)
- Edwards Personal Preference Schedule (EPPS)
- Study of Values
- Strong Vocational Interest Inventory
- Kuder Occupational Interest Survey
- Otis-Lennon Mental Ability Test

Development of Employees.— Employees are encouraged to take a tuition-free career-related course of instruction to upgrade knowledge and skill through the State Personnel Department. The Board of Trustees of the University offers a plan for taking courses for personal

enrichment. Promotions have been made through this type of training; e.g., a service employee may take a course in typing to qualify for a clerical position. An SPA female employee in the library took enough tuition-free courses, one at a time, to qualify as a professional librarian. This type of opportunity will continue to be encouraged.

Meetings with personnel and supervisory persons. - Periodic meetings are being established with all personnel involved in recruiting, screening, selection, promotion, disciplinary, and related processes to insure elimination of any bias or discrimination in personnel actions. Promotions and transfers are considered and granted inter- and intra-departmentally without regard to race, color, religion, sex, or national origin. All facilities, activities, and programs of the University are available to employees regardless of race, color, religion, sex or national origin.

The University policy regarding employment of relatives in the non-academic area is established by the State Personnel Department, and is designed to remove any discriminatory practices. The policy is as follows:

"It is a policy of the State government that persons considered for employment or promotion will be selected on the basis of training and experience and other characteristics which best suit the individual on the job to be performed.

If conditions are such that it is necessary for relatives to be considered, it shall be the responsibility of the employing agency to certify to the Office of State Personnel that such employment will not result in one supervising the other member of the immediate family; or that neither member occupies a position which has influence over the other's employment, promotion, salary administration and other related management or personnel considerations.

The term "immediate family" shall be understood to refer to that degree of closeness of relationship which would suggest a problem might be created within the working unit. In general, this would include wife, husband, mother, father, brother, sister, son, daughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, grandson, granddaughter, step-mother and step-father. It might also include others living within the same household or otherwise so closely identified with each other as to suggest difficulties."

Chapter VII

INTERNAL AUDIT AND REPORTING SYSTEMS

The University maintains a basic data file on its employees which contains the following information for each employee:

1. name and/or identification number
2. sex
3. ethnic identification (Negro, Spanish-surnamed, American Indian, Other)
4. year or date of birth, or age
5. marital status
6. citizenship
7. current salary and salary review
8. current job family or generic job family
9. current job title
10. personnel action resulting in current job title (new hire, promotion, transfer, demotion)
11. date of personnel action resulting in current title (years in current job)
12. previous job title
13. employment status (full-time, part-time, tenured, non-tenured, etc.)
14. educational level
15. organizational unit where employed
16. date of employment
17. tenure, leave, and contract review

These basic data are compiled in a computer printout, arranged by department, and within each department alphabetically by title/rank, and within title/rank by sex, race, salary, commitment, degree, and employment date. A copy of the Personnel Data Sheet form is included as Appendix F.

For both EPA-faculty and non-faculty areas, availability pools have been established by each department head or personnel officer which will provide a pool of qualified applicants by race and sex. These will be kept current and referred to in order to identify or solicit candidates for each position to be filled. Appointment action can be completed only when an Affirmative Action statement has been filed showing what attempts were made to secure candidates from underrepresented groups.

The Faculty Recruitment Report form has been revised in order to furnish affirmative action information regarding positions to be filled and recruitment efforts engaged. (The availability information will be detailed

by statistics; publicizing the positions will be described. A record of all applicants will be furnished showing how their names were supplied and what disposition was made of their applications. This information should supply applicant flow data and the rate of applicant rejection by race and sex.) The revised form will also include a justification for the recommended selection which will specify why an individual was chosen instead of others considered. A copy of this revised Faculty Recruitment Report form is included as Appendix D, and will be subject to further revision as the need arises.

A similar form for faculty Reappointments, Non-renewals, Terminations, and Promotions has been developed. This will furnish information regarding each person within the same department who is in the same year of service and same rank but who is of a different race or sex than the candidate under consideration. Justification will be given as to why personnel action was recommended for a certain person rather than other individuals similarly situated. This form is included as Appendix E and will be subject to revision.

The head of each administrative unit responsible for EPA-academic and non-academic recruitment will furnish the required information showing that all aspects of the University's equal employment policy have been met and will provide an annual report reviewing progress made in goals attained and timetables met. The Vice Chancellor for Academic Affairs will analyze and consolidate these annual reports, examining hiring and promotion patterns to discover and remove any impediments to the attainment of goals.

Non-academic employees subject to the Personnel Act are hired by practices and policies established by the State Personnel Department. The application form for employment was designed by the State Personnel Department and bears the "Equal Opportunity Employer" statement. All vacancies are listed with the Employment Security Commission of North Carolina within ten days after the position is vacant. The Employment Security Commission then lists the vacancies throughout the state, advertises by local radio and in local newspapers. Each week all vacant positions are listed on bulletin boards throughout the campus. This serves as a means of not only telling persons concerning positions available but also of possible advancement for present employees.

Before a commitment can be made to any person for a SPA position, an Affirmative Action form must be submitted to the University Personnel Office. This form requires names of all persons by race and sex who have applied for the position and the reason for the selection of the person recommended. There is also a summary of efforts made to produce applicants from minority groups and females. The Personnel Officer keeps complete and current files on applicant flow by race and sex. The

Vice Chancellor for Business Affairs will consolidate and analyze annual reports reviewing progress in affirmative action employment of SPA personnel.

An annual comprehensive report of all administrative units of the University will be prepared by the Affirmative Action Officer reviewing progress in attaining the University's equal employment opportunity goals. These reports will be furnished the Chancellor and the Committee on Equal Employment Opportunity and Intergroup Relations. The monitoring of all personnel appointments in all categories is the responsibility of the Affirmative Action Officer and the Committee on Equal Employment Opportunity and Intergroup Relations. This monitoring procedure will serve to discover and remove any hindrances to the attainment of equal employment goals.

The Affirmative Action Officer and the Committee on Equal Employment Opportunity and Intergroup Relations will be responsible for a periodic review of facilities and activities of the University to insure that posters are properly displayed, that all facilities are desegregated and that minority and female participation is encouraged in University-sponsored educational, training, recreational and social activities. A report will be filed indicating the status of compliance of these areas with the affirmative action goals.

WORK FORCE PROFILE AND HIRING PROJECTIONS

1973-75

APPENDIX A

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

1. Position	2. Work Force Profile 1973					3. Hiring Projections 1973-78				
	Count	FTE	Salary	Grants	1973/74	Count	FTE	Salary	Grants	1973/74
Dean	1	1.0	34.0							
Professor	84	84.0	31.8	30	1.3					
Associate Prof.	81	81.0	24.8	25	1.1					
Assistant Prof.	163	163.0	21.4	52	1.0					
Librarian	74	74.0	13.5	35	1.2					
Leaver	24	24.0	75.8	4						
Visiting Faculty	2	2.0	100.0							
Assistant Dean	1	1.0	100.0							
Dir/Library	1	1.0	100.0							
Pro/Librarians	17	17.0	17.6	13						
Research Associate	1	1.0		1						
Teaching Assistant	1	1.0		1						
Lab Assistant	5	5.0		3						
SUBTOTAL	457	457.0	99.7	163						

TABLE I

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School University Total	Total	WHITE				BLACK				OTHER MINORITIES			
		Male	%	Female	%	Male	%	Female	%	Male	%	Female	%
Dean	6	3	50.0	3	50.0								
Professor	82	58	70.7	22	26.8	1	1.2			1	1.2		
Associate Prof.	77	50	64.9	24	31.1			1	1.3	2	2.6		
Assistant Prof.	140	87	62.1	50	35.7			1	.7	2	14.3		
Instructor	79	38	48.1	37	46.8			3	3.8			1	1.2
Lecturer	31	22	70.9	7	22.5					2	6.4		
Visiting Faculty	2	2	100.0										
Assistant Dean	1	1	100.0										
Dir/Library	1	1	100.0										
Pro/Librarians	19	4	21.0	14	73.7	1	5.3						
Research Associate	1			1	100.0								
Teaching Assistant	5	1	20.0	3	60.0			1	20.0				
Lab Assistant	1			1	100.0								
SUBTOTAL	445	267	60.0	162	36.4	2	.4	6	1.3	7	1.5	1	.2

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

Dean	6	3	50.0	3	50.0								
Professor	84	60	71.4	22	26.2	1	1.2			1	1.2		
Associate Prof.	87	58	66.6	26	29.8			1	1.1	2	2.3		
Assistant Prof.	145	89	61.4	52	35.8			1	.7	3	2.0		
Instructor	78	34	43.5	35	46.1	1	1.2	6	7.6			1	1.2
Lecturer	29	22	75.8	4	13.7					3	10.3		
Visiting Faculty	2	2	100.0										
Assistant Dean	1	1	100.0										
Dir/Library	1	1	100.0										
Pro/Librarians	17	3	17.6	13	76.4	1	5.8						
Research Associate	1			1	100.0								
Teaching Assistant	1			1	100.0								
Lab Assistant	5			5	100.0								
SUBTOTAL	457	273	59.7	163	35.6	3	.6	8	1.7	9	1.9	1	.2

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head	1	3	1			5
Assistant Dean		1				1
Professor		2	2	3	3	10
Associate Professor	4	1		1	2	8
Assistant Professor	7	11	9			27
Instructor	13	8	8	3	4	36
Lecturer	2	4	1	1		8
Professional Librarians	2	3	2	3	3	13
Teaching Asst. (Faculty)	1*	1				2
Research Associate	1					1
Laboratory Assistant	1					1
TOTAL	32	34	23	11	12	112

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1			1	2
Professor	1	3	1		1	6
Associate Professor		5	5	4	2	16
Assistant Professor	6	9	13	12	13	53
Instructor	6			2		8
Lecturer		3	4	4	4	15
Teaching Asst. (Faculty)	3					3
Professional Librarians				1		1
Laboratory Assistant			1			1
TOTAL	16	21	24	23	21	105

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head	1	4	1		1	7
Assistant Dean		1				1
Professor	1	5	3	3	3	15
Associate Professor	4	6	5	5	4	24
Assistant Professor	13	20	22	12	13	80
Instructor	19	8	8	5	4	43
Lecturer	2	7	5	5	4	23
Professional Librarians	2	3	2	4	3	14
Teaching Asst. (Faculty)	4*	1				5*
Research Associate	1		1			2
Laboratory Assistant	1					1
TOTAL	48	55	47	34	32	214

* One of these is a Graduate Assistantship, reappointed annually.

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78										
University Total		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages						
White	M	1	1	4	5	6	4		2	4	3	8	5	5		1	1	6	2	2			2	1	3	1	4		1	2	85					
	F			1	6	6	7			1	3	10	2	5			3	3	9	5	4			1	3	6	2	3		1	1	90				
Black	M					2												1	4		1					1	1	1			1	13				
	F					3						1	1	1					2	1					1	2	1	1			3	17				
Other	M											1							1							1				1	4					
	F																																			
Total	M	1	1	4	5	8	4		2	4	3	9	5	5		1	2	11	2	3			2	1	5	2	5		1	2	3	6	1	4	102	
	F			1	6	9	7			1	3	11	3	6			3	3	11	5	5			1	4	8	3	4		1	1	5	3	3	107	
Total		1	1	5	11	17	11		2	5	6	20	8	11		1	3	5	22	7	8			3	5	13	5	9		1	3	4	11	4	7	212

***Reflects addition of the following
for whom sex and race cannot be
projected at this time:

1 Dean, 1 Assistant Dean, School of Education, 74-75
1 Dean, School of HPER, 74-75

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

University Total	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	5						5	
Professor	9	6					9	6
Associate Professor	11	11	2	1			13	12
Assistant Professor	28	33	5	8	3		36	41
Instructor	15	18	3	5			18	23
Lecturer	12	7	3		1		16	7
Teaching Assistant (Faculty)	2	3		1			2	4
Laboratory Assistant		1		1				2
Professional Librarians	3	10		1			3	11
Research Associates		1						1
Total	85	90	13	17	4		102	107

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78
 Add Tables I and VI and Take Account of Probable
 Promotions of Present Staff

University Total	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	22	4					22	4
Professor	77	29	1	1	3		81	30
Associate Professor	93	47	2		1		97	46
Assistant Professor	81	58	5	14	4	1	92	72
Instructor	28	34	1	4	1		32	39
Lecturer	10	5	1		2		13	5
Teaching Assistant (Faculty)	1	4		1			1	5
Laboratory Assistant		2						2
Research Associate		1						1
Director of the Library	1						1	
Professional Librarians	4	14	1	1			5	15
Total	317	198	11	21	11	1	339	220
AVAILABILITY PERCENTAGE								
FACULTY PERCENTAGE 1977-78	56.7	35.4	2.0	3.8	2.0	.2	60.6	39.4

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor	2					2
Assistant Professor	3	9	8			20
Instructor	7	6	5	1	2	21
Lecturer	2	1	1			4
Teaching Asst. (Faculty)	1*					1*
Laboratory Assistant						
TOTAL	15	16	14	1	2	48

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor		1				1
Associate Professor						
Assistant Professor	3	3	7	7	7	27
Instructor	2					2
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	5	5	7	7	7	31

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor		1				1
Associate Professor	2					2
Assistant Professor	6	12	15	7	7	47
Instructor	9	6	5	1	2	23
Lecturer	2	1	1			4
Teaching Asst. (Faculty)	1*					1*
Laboratory Assistant						
TOTAL	20	21	21	8	9	79

*This is a graduate assistantship, reappointed annually.

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
College of Arts and Science Total		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M			3	4	4	3		1		7	4	1				5	2	1				2	1	1				6	1	1	47	
	F				1	4			1		4	2	1				6	3	1				4						1	1	29		
Black	M					1											3															4	
	F																																
Other	M										1						1						1									3	
	F																																
Total	M			3	4	5	3		1		8	4	1				9	2	1				3	1	1				6	1	1	54	
	F				1	4			1		4	2	1				6	3	1				4					1	1	29			
Total				3	5	9	3		1	1	12	6	2				15	5	2				7	1	1				7	2	1	83	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

Arts and Science Total	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor		1						1
Associate Professor	3						3	
Assistant Professor	24	16	3		3		30	16
Instructor	12	10	1				13	10
Lecturer								
Teaching Assistant (Faculty)	7	2					7	2
Laboratory Assistant								
Total	47	29	4		3		54	29

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department: Anthropology Department
 Individual completing form: Harriet J. Kupperer

PART I - Available Pool of Prospective Faculty Members

TABLE VII
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
 Promotions of Present Staff

Arts & Sciences	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	16	2					16	2
Professor	46	7	1		2		49	7
Associate Professor	61	16			1		62	16
Assistant Professor	49	19	2		4	1	55	20
Instructor	15	16		2	1		16	18
Lecturer	3	2			1		4	2
Teaching Assistant (Faculty)	1						1	
Laboratory Assistant		1						1
Total	191	63	3	2	9	1	203	66
AVAILABILITY PERCENTAGE								
FACULTY PERCENTAGE 1977-78	71.0	23.4	1.1	.7	3.3	.4	75.5	24.5

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Anthropology DepartmentIndividual completing form Harriet J. Kupferer**PART I - Available Pool of Prospective Faculty Members****1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.**

a. Professor: Ph.D., Fellow of AAA; 8-10 years professional experience; professional recognition in regional or national association; publications in nationally recognized journals; papers presented at national and regional professional meetings; positive evaluation of teaching capabilities; continued service to total university.

b. Associate Professor: Ph.D., Fellow of AAA; 6-8 years professional experience; professional recognition in regional association; ongoing publication and research; papers accepted at national and regional professional meetings; positive evaluation of teaching capabilities. Some evidence of service to total university.

c. Assistant Professor: Ph.D.; 0-6 years professional experience; evidence of research and publication potential; positive evaluation of teaching capabilities.

2. How many people in the United States meet the requirements in #1?**(Complete the chart below for each type of appointment described above.)**

	PROFESSOR		ASSOC. PROF.		ASST. PROF.		TOTAL	
	No.	%	No.	%	No.	%	No.	%
White Male	698	87.09	566	74.6	826	74.15	2,090	78.3
White Female	79	9.9	145	19.11	266	23.9	490	18.4
Black Male	7	.9	20	2.6	6	.5	33	1.2
Black Female	2	.2	6	.8	3	.3	11	.4
Other Male	8	.9	21	2.8	12	1.0	41	1.5
Other Female	0	.0	3	.3	1	.08	4	.1
TOTAL	794	100%	759	100%	1,114	100%	2,669	100%

School/Department: Anthropology Department
Individual completing form: Harriet J. Kupferer

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Executive officer of American Anthropological Association provided total number of domestic Fellows of AAA: 1,897 - of which 341 are females.
2. Committee on Occupational Status of Women provided data on males and females holding ranks of: professor, associate professor and assistant professor.
3. Committee on Minorities in Anthropology provided data on the number of minorities holding the Ph.D. degree, a total of 122.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The total number of male and female anthropologists by the ranks of professor, associate professor and assistant professor was reported in the AAA Newsletter Nov. 1973, compiled by the Committee on Occupational Status of Women. From the total male-female figures we subtracted the figures of black male and female and other male and female figures (American Indians, native Spanish speakers and Asian origins) provided by the chairman of the Committee on Minorities, Dr. Thomas Weaver by phone, January 4, 1974. These figures were broken down by rank by the committee using a 30% sample of the total 122 holding the Ph.D. in Anthropology. Some of these 122 are in other types of professional and semi-professional positions, e.g., federal agencies, museums. Thus, the number available in the 3 ranks is less than 122. We extrapolated from these data and arrived at the number of minorities by sex available at the three academic ranks.

c. Evaluate the accuracy and/or completeness of the data you have used:

The data are accurate only to the degree that the rosters compiled by the Committee on Women and the Committee on Minorities are complete. In both cases, the chairpersons of the committees suspect that their surveys are not totally accurate. The Committee on Women used the 1973-74 Guide to Departments of Anthropology. Small schools without departments are not included. However, they often have one anthropologist on their faculty. In addition, some unemployed married female anthropologists were not recorded. In sum, there is likely to be an error of perhaps 1 to 2%. The Committee on Minorities surveyed the minorities by a questionnaire; of 140 mailed out, only 122 were returned. Therefore, these data are probably slightly off.

d. Indicate particular problems encountered in trying to ascertain availability information:

The major problems stem from the fact that only within the last two years has the AAA or its committees begun assembling data. And these data are not on file in a central office. It was necessary to contact three separate committees for as yet unpublished information. An additional problem is posed because each group used a different method and a different population in arriving at its figures.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

EPA FACULTY

DEPARTMENT/SCHOOL Anthropology/A & S

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1		1		2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1		1		2

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1		1		2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1		1		2

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Anthropology		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M																															78.4	
	F										1																				1	18.4	
Black	M																															.9	
	F																														.4		
Other	M																						1								1	1.3	
	F																														.1		
Total	M																															80.6	
	F																														18.0		
Total											1												1								2		

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor		1			1		1	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total		1			1		1	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

TABLE VII

PROJECTED FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

PART I - Available Pool of Prospective Faculty Members

Dept: Anthropology	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head		1						1
Professor								
Associate Professor	2						2	
Assistant Professor	2	1			1		3	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	4	2			1		5	2
AVAILABILITY PERCENTAGE	78.4	18.4	.9	.4	1.3	.1	80.6	18.0
FACULTY PERCENTAGE 1977-78	57.1	28.6			14.3		71.4	28.6

Other Female

200

TOTAL

10,000

1,500

500

1,000

1,000

1,000

The UNC at Greensboro

December 12, 1973

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Art DepartmentIndividual completing form Gilbert F. Carpenter**PART I - Available Pool of Prospective Faculty Members**

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

See Attachment 1.

See Attachment 3.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number			Percent		
	MFA	Ed. D	Ph. D.	MFA	Ed. D	Ph. D.
White Male	5,500	450	275	50	45	54
White Female	3,700	500	215	42	50	42
Black Male	300	20	1	3	2	.7
Black Female	100	10	0	1	1	.7
Other Male	200	10	10	2	1	1.9
Other Female	200	10	4	2	1	.7
TOTAL	10,000	1,000	505	100%	100%	100%

School/Department: Art Department
Individual completing form: Gilbert F. Carpenter

page two

3. Explain how you arrived at the figures in the chart on page one.
- a. List sources of data - e. g., availability studies by professional organizations:
See Attachment 3.
- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:
See Attachment 3.
- c. Evaluate the accuracy and/or completeness of the data you have used:
See Attachment 3.
- d. Indicate particular problems encountered in trying to ascertain availability information:
See Attachment 3.

School/Department: Art Department
Individual completing form: Gilbert F. Carpenter

page three

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

- a. Define that pool for each level and type of appointment you customarily make:

See Attachment 4.

See Attachment 3.

- b. List sources of data (e. g., availability studies by teachers and organizations):

See Attachment 4.

- b. Complete the following chart for each of the pools defined above:

See Attachment 3.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you arrived at this:

See Attachment 4.

- d. Evaluate the accuracy and/or completeness of the data you have used:

See Attachment 4.

- e. Indicate particular problems encountered in trying to ascertain availability information:

See Attachment 4.

School/Department: Art Department
Individual completing form: Gilbert F. Carpenter

page four

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

See Attachment 4.

- b. List sources of data (e.g., availability studies by professional organizations):

See Attachment 4.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

See Attachment 4.

- d. Evaluate the accuracy and/or completeness of the data you have used:

See Attachment 4.

- e. Indicate particular problems encountered in trying to ascertain availability information:

See Attachment 4.

AVAILABILITY STUDY REPORTING FORMS

Art Department / G.F.Carpenter

Part I, Section I

INSTRUCTOR

- a. Studio -- MFA (the graduates of a limited number of institutions are preferred because of what is known of the quality of the institution's program).
 - No experience required.
 - Potential achievement as an artist is evaluated via portfolio, slides, and recommendations.
- b. Art Education - M.Ed.
 - No experience is required, though most holders of the M.Ed. have some public school teaching experience. Without experience in the schools, some exceptional qualification would be required, ie. studio or academic.
 - Potential achievement in Art Education is evaluated largely on the basis of interview and recommendations.
- c. Art History - M.A.
 - In general, no art historian is hired at the Instructor's rank.

ASSISTANT PROFESSOR

- a. Studio -- MFA or an exceptional professional accomplishment certified by an emerging national reputation.
 - Several years of successful teaching at the college or professional school level.
 - At least a regional (the State or the Southeast) reputation as an artist or craftsman demonstrated by public exhibition and resulting awards or published criticism.
- b. Art Education - Ed.D.
 - The holder of the Ed.D. normally has some years of public school and/or college teaching experience. Without this experience an exceptional level of accomplishment would be required.
 - Promising research directed either to publication or to articulation within the teacher education program as a modification or refinement in the program as this is carried out into public education by the students. Active participation in local and regional professional organizations or significant accomplishments within the disciplines of studio art or art history.

ASSOCIATE PROFESSOR

- a. Studio -- Either the MFA and acknowledged record of superior teaching with an evolving body of studio work or regional significance or, as an alternate, demonstration of subject matter competence, viable exhibition at the national level.
 - Though we do not define requirements of experience in invariable terms, at least 8 to 12 years of teaching is normally necessary.
 - Achievement requirements: see education 2 paragraphs above. At this level the evaluation of formal education recedes and evaluation focuses on the professional and artistic development.

b. Art Education - Ed.D.

-- 8 to 12 years

-- Achievement requirements: published research of substantial quality, or important work with regional professional organizations including the presentation of papers or workshops and participation and governance, or substantial developmental work relating the university students to experimental programs in the public schools.

c. Art History - Ph.D.

-- 8 to 12 years

-- Achievement requirements: published research of substantial quality and/or major participation in regional or national professional programs.

PROFESSOR

a. Studio -- At this level the only acceptable proof of "education" is achievement (see below).

-- A requisite maturity is required. This normally involves ca. 15 years of teaching and professional confidence that generates a balanced overview of the problems of students and young faculty members.

-- National reputation as an exhibiting studio artist or craftsman.

b. Art Education - Ed.D.

-- Same as a. above.

-- Acknowledged national prominence deriving either from published research, an important position in the organization and governance of the national professional organization or an extensive and successfully demonstrated sophistication of subject matter techniques as these enter public education.

c. Art History - PhD.

-- Same as a. above.

-- Published research and/or papers presented at national professional organizations of sufficient substance to establish the researcher as a major scholar in the chosen field.

2. These statistics are presented without separation of qualification of different ranks.

In general, all percentages except White Male would progressively reduce as the faculty rank increased. White Female would reduce less rapidly than the remaining three categories. These reductions reflect the small numbers of minority group people (except Orientals) who entered these disciplines a decade or more ago.

Page 3 Availability Study Reporting Forms

Art Department/ G. F. Carpenter

3. a. Sources of data: No available statistical studies include the information requested.
 - b. & c. Total numbers are gross estimates based on an effort to project the student capacity of existing programs. Percentages are also estimates, but these are made with much greater confidence. They are based on a ten year effort to recruit minority faculty. During that period a careful though non-statistical assessment has been made of potential candidates within the desirable candidate pool (see 1, 5. a.). This has been done at professional meetings, by examining applications, and by making known our receptiveness to applications by word of mouth through standard academic channels.
 - d. Neither of the two professional organizations representing the professional subjects of this inquiry maintain or receive racial statistics on membership.
-
4. a. The pool cannot be defined in the way requested. Rather, it is a special pool for each faculty opening. For example, among the MFA's, a lithographer would be sought at Pratt, New Mexico, Tamarind, a ceramist at Alfred, San Jose, Montana or Hawaii, a painter at Yale, Columbia, Carnegie or Pratt, but especially in terms of the artists studied with. Beyond this, with each vacant faculty position an assessment of faculty balance is required in terms of faculty representation of viable contemporary developments, both stylistic and regional. Therefore, the preferred pool for a particular position may become very narrow.
- PhD's in Art History are sought at NYU, Harvard, Columbia, Yale, University of Chicago, and Berkley; that is, at places where the doctoral programs are broad in faculty, bibliographic and print materials resources.
- The Ed.D. pool is considered to maintain a balance between a dominant training in research techniques and practicum techniques.
- b. Within estimated tolerances these charts do not vary from those given in Part 1. 2. except that the numbers are perhaps 10 percent of the whole.

Page 4 Availability Study Reporting Forms

Art Department/G.F.Carpenter

5. a. In the visual arts dilution of quality can be proven historically to develop rapidly as one proceeds outward from defined centers of development. The restricted pools are an effort to identify "Centers of development" and via the faculty, engage the student in this essential developmental pursuit.
- b. Sources of date 3. a.
- c. Methods same as 3. b.
- d. Total numbers are gross estimates; the percentages are believed to be relatively accurate.
- e. Without undertaking a well-financed and extended investigation, accurate information cannot be obtained. Yearly figures on gross numbers of degrees awarded in these areas are not available. Were these available to determine numbers of degree holders seeking college teaching positions, there are important alternate career destinations for holders of each of these degrees.

TABLE 1

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School	Total	UNLIX		Male (%)	Female (%)	Male (%)	Female (%)
		Male	Female				
Art							
Professor	2	2		100.0			
Associate Prof.	4	2	2	50.0	50.0		
Assistant Prof.	6	4	2	66.6	33.3		
Instructor	6	6		100.0			
Lecturer	1	1		100.0			
SUBTOTAL	19	15	4	78.9	21.0		
FACULTY %							

B. WORK FORCE PROFILE BY RACE AND SEX

Department/School	Total	UNLIX		Male (%)	Female (%)	Male (%)	Female (%)
		Male	Female				
Art							
Professor	2	2		100.0			
Associate Prof.	4	2	2	50.0	50.0		
Assistant Prof.	5	4	1	80.0	20.0		
Instructor	7	5	2	71.4	28.5		
Lecturer	1	1		100.0			
SUBTOTAL	19	14	5	73.6	26.3		
FACULTY %							

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		2	1			3
Instructor	3	2				5
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	3	4	1			8

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1	1	1		3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	1	1		3

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		3	2	1		6
Instructor	3	2				5
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	3	5	2	1		11

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78											
Dept. Art		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M				1						1	1					1						1								5	50	
	F				2						1	1					1														5	44	
Black	M																															2	
	F																															31	
Other	M									1																					1	2	
	F																														1		
Total	M				1						2	1					1						1								6	54	
	F				2						1	1					1													5	46		
Total					3						3	2					2						1								11	100	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	3	2			1		4	2
Instructor	2	3					2	3
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	5	5			1		6	5

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department: Biology Department

Individual completing form: Bruce M. Eberhart

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Art	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head		1						1
Professor	3						3	
Associate Professor	3	2					3	2
Assistant Professor	4	2			1		4	2
Instructor	4	2					4	2
Lecturer	1						1	
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	15	7			1		15	7
AVAILABILITY PERCENTAGE	50	44	2	1	2	1		
FACULTY PERCENTAGE 1977-78	63.6	31.8			4.5		68.2	31.8

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Biology Department
 Individual completing form Bruce M. Eberhart

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Since biology is made up of several disciplines, it is especially hard to generalize on common criteria, but the following are norms of expectation for a new member of the Biology Department: (a) Possession of a Ph.D. from a university with a recognized high quality biology program (perhaps 40 such Biology Departments in the U.S. ref. (1); (b) Research thesis of high quality in a significant discipline of biology is required; (c) The candidate must be a person who is a good lecturer and is interested in teaching as well as research; (d) Publication of scientific research work and the ability to obtain grants is also weighed as a positive factor for employment; (e) Three recommendations from nationally recognized professors in the area of specialty. Faculty Handbook describes characteristics of various ranks, assistant professors and above.

(continued from 3 a above)

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	16,400	82
White Female	3,200	16
Black Male	100	.5
Black Female	100	.5
Other Male	100	.5
Other Female	100	.5
TOTAL	20,000	100%

School/Department: Biology Department
Individual completing form: Bruce M. Eberhart

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e. g., availability studies by professional organizations:

- (1) Where The Colleges Rank. 1973 by College Rater, Inc. (2121 S. 12th Street, Allentown, Pa. 18103).
- (2) Placement Service. 1973. Oct. Vol. 22 No. 4, by Federation of American Societies for Experimental Biology (9650 Rockville Pike, Bethesda, Md. 20014).
- (3) Women in American Microbiology - A Report of Progress. 1973. by Peter L. Syuros in American Society for Microbiology News. Vol. 39 No. 10, P. 639-647.
- (4) Directory of Genetics Society of America. 1973. in Genetics, Vol. 74, Supplement No. 1, Part 2, p. 523-557.
- (5) Summary of American Science Manpower. (Published by National Science Foundation. NSF 70-5, Jan. 1970).

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

There are over 300,000 American scientists of which more than 46,000 are biologists (5). We assume that roughly one-third of this number is in each of the areas of microbiology, botany and zoology (3). About 20,000 have the Ph.D. (5) and from this initial data the numbers and percentages in Table 1, 2 can be determined. We have assumed that 15% to 17% of the total population is female based on data shown in an attached table. The conclusions for numbers and percentage of black men and women and other groups originates from university sources. (see attached Table 3b)

(continued from 3 a above)

- (6) Abstracts of papers presented at Botany Society 1973 meeting. Amer. J. Bot. Vol. 60 No. 4

c. Evaluate the accuracy and/or completeness of the data you have used:

These data cannot measure the true number of candidates for any position in biology because it does not screen out those that are poor teachers or inadequate at research, nor those that would not intend to live in the south or those satisfied in their present jobs. What is shown is a total pool and not an active pool of candidates. The limited data are fairly accurate but it is hard to determine the size of a given pool because of the diversity of the subfields in biology. For example, at any one search period we are not looking for just any biologist, we are looking for a specific individual to fit a specific role, therefore, the active pool size must be smaller.

d. Indicate particular problems encountered in trying to ascertain availability information:

The determination of the active pool size is made difficult by the fact that biologists work not only in universities but also in industry, medicine, government and a variety of related subfields and are often measured twice in their associations with various pool groups because of multiple memberships in scientific societies.

We can confirm that blacks are indeed rare by many visual head counts at Federation meetings and other great national biology meetings.

Table for 3b

Individual Completing Form: Bruce M. Stewart

Representative Sample of Percentage of Females

in Various Fields of Biology

Field	References	Male	Female	Total	% Female
Geneticists (Botany, Zoology, Microbiology)	(4)	1982	347	2329	15%
Botanists*	(6)	214	26	240	11%
Microbiologists ⁺	(3)	6627	1333	7960	16.7%

Experimental Biology ^x	(2)				
Physiology		142	27	169	16%
Biochemistry		321	45	366	12%
Pharmacology		70	9	79	12%
Pathology		12	3	15	20%
Nutrition		20	10	30	33%
Immunology		26	12	38	21%
Health Fields		<u>8</u>	<u>2</u>	<u>10</u>	<u>20%</u>
		599	108	707	15%

* Sample of all people giving papers 1973 Meetings

+ Total membership of society with Ph.D.

^x With Ph.D., activity seeking employment through placement service

School/Department: Biology

page four
page three

Individual Completing Form: Bruce M. Eberhart

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

The total pool of biologists is never screened during a search, rather an active pool of biologists in a particular subdivision is considered. For simplicity this would be the areas of botany, zoology, or microbiology. Further needs for specialization within the department caused trimming of the pool size on an even smaller pool.

b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male	270	82
White Female	53	16
Black Male	< 1	<0.5
Black Female	< 1	<0.5
Other Male	< 1	<0.5
Other Female	< 1	<0.5
TOTAL	20,000	100%

School/Department: Biology

page four

Individual Completing Form: Bruce M. Eberhart

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

As a University Biology Department it is necessary to hire specialists who are experts in limited areas of teaching and research. All these candidates are biologists, yet they are usually approached through organizations and channels that represent their special interests. For example, a microbiologist is reached through the American Society for Microbiology Placement Service. This smaller pool is still national in quality.

- b. List sources of data (e.g., availability studies by professional organizations):

See 3a.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

Using criteria stated in I(1), we select our candidates from one of the three major groups in biology, thus reducing the active pool size to one-third. We are limited to a contact with people who respond to our advertisements in scientific journals or contact by general letters of inquiry. In addition, representatives of the department attend meetings and interview people who advertise for employment at the great biology meetings. I estimate that one-twentieth of any discipline in biology becomes visible in these ways in any one year's search. Therefore, in order to achieve the active pool multiply the specialty field (0.33) by the number of people who are interested in obtaining a new job (.05) and thus achieve the data indicated in Table 4b.

- d. Evaluate the accuracy and/or completeness of the data you have used:

These data are approximate in nature and are not complete partly because the inability to define the number of people in subfields in biology with any accuracy.

- e. Indicate particular problems encountered in trying to ascertain availability information:

The problem of gathering this information will be solved when there is an annual national listing of new Ph.D.s according to field, sex, minority affiliation.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

EPA FACULTY

DEPARTMENT/SCHOOL Biology/A&S

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1				1
Instructor			1			1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	1			2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1		1	2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL			1		1	2

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1	1		1	3
Instructor			1			1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	2		1	4

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
Dept: Biology		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
											1												1			2	82
White	M																									2	16
	F											1	1													2	
Black	M																										<.5
	F																										<.5
Other	M																										<.5
	F																										<.5
Total	M																										83
	F																										17
Total											1						1	1						1		4	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	2	1					2	1
Instructor		1						1
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2	2					2	2

FACULTY WORK FORCE PROFILE AND FUTURE PROJECTIONS 1973-78

School/Department Chemistry Department

Individual completing form W. H. Peterbaugh

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable Promotions of Present Staff

Dept: Biology	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	4	1					4	1
Associate Professor	4	2					4	2
Assistant Professor	4	1					4	1
Instructor	1	3		1			1	4
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	14	7		1			14	8
AVAILABILITY PERCENTAGE	82	16	<.5	<.5	<.5	<.5	83	17
FACULTY PERCENTAGE 1977-78	63.6	31.8		4.5			63.6	36.4

*Total numbers. No data are available which permit differentiation by sex in these minority groups. "Other" includes American Indian, Spanish surname and Oriental. The latter group comprises 3/4 of this number.

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Chemistry Department
Individual completing form W. H. Puterbaugh

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

For appointments at the ranks of lecturer, assistant, associate or full professor, the minimum requirement would be possession of the Ph.D. degree in chemistry. We also prefer, but do not absolutely require, that the individual have had one or more years of post-doctoral training. All additions we have made in the last five years have had such experience.

For appointments as instructor we prefer individuals with a masters degree in chemistry, though we would take bachelors with several years experience. Qualifications for appointments at the various ranks are as stated on page 2-2 of the Handbook for Faculty (1971).

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	42,510	92.4
White Female	2,200	4.8
*Black Male/Female	415	.9
*Other Male/Female	875	1.9
TOTAL	46,000	100%

*Total numbers. No data are available which permits differentiation by sex in these minority groups. "Other" includes American Indian, Spanish surname and Oriental. The latter group comprises 3/4 of this number.

School/Department: Chemistry Department

page two

Individual completing form: Walter H. Puterbaugh

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

Data taken from report, "1973 Report of Chemists' Salaries and Employment Status" Prepared by the Office of Manpower Studies of the American Chemical Society, and a personal communication from Ms. Maria D. Frizat of that office.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Data based on survey with a sample size of 10,000 in a total chemist's population of 200,000, 46,000 of whom hold the Ph.D. Survey conducted in 1973.

c. Evaluate the accuracy and/or completeness of the data you have used:

The reports indicate a 99% confidence level in the results at all categories.

d. Indicate particular problems encountered in trying to ascertain availability information:

Lack of sufficient numbers to enable a breakdown of data by sex for the minority groups. No data yet available on very recent graduates by minority groups.

School/Department: Chemistry

page three

Individual Completing Form: Walter H. Puterbaugh

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

We make notice of our openings known by writing Department Heads at approximately 90 of the 215 universities which award the doctorate in Chemistry. The schools contacted are those generally regarded as having the strongest reputation, with particular emphasis on the quality of research training.

b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

No data is available which would make possible a breakdown of data as requested in this table. However, we include among the schools contacted those such as Brandeis, Brooklyn Polytechnic, CUNY, Detroit, Georgetown, Howard, Illinois-Chicago Circle, Notre Dame, UCLA, and Wayne State, where one might expect to have a good proportion of minority students. We estimate the relative proportions in each category would be about the same as that listed in the table on page one.

School/Department: Chemistry

page four

Individual Completing Form: Walter H. Puterbaugh

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

In our departmental development during the last eight years we have been giving particular emphasis to building a research oriented faculty which we feel was required as we moved into graduate level work. The institutions contacted have particularly strong reputations in their quality of research training.

- b. List sources of data (e.g., availability studies by professional organizations):

No firm data is available, but we feel reasonably confident that there would be no significant deviations from the overall data as given in the table on page one. Actually, these 90 institutions, which represent 40% of the total chemistry Ph.D. granting institutions in the country, turn out the large majority of Ph.D. recipients in chemistry.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

- d. Evaluate the accuracy and/or completeness of the data you have used:

- e. Indicate particular problems encountered in trying to ascertain availability information:

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor		1		1		2
Lecturer	2					2
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2	1		1		4

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1					1

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor	1	1		1		3
Lecturer	2					2
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	3	1		1		5

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					
Dept: Chemistry		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M				1	2					1							1								5	92.4
	F																										4.8
Black	M																										
	F																										0.9
Other	M																										
	F																										1.9
Total	M				1	2					1							1								5	
	F																										
Total					1	2					1							1								5	100.0

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor								
Instructor	3						3	
Lecturer								
Teaching Assistant (Faculty)	2						2	
Laboratory Assistant								
Total	5						5	

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Classical Civilization
 Official completing form Francis A. Laine

TABLE VII
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
 Promotions of Present Staff

Dept: Chemistry	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	3						3	
Associate Professor	5	1					5	1
Assistant Professor	2	1					2	1
Instructor	1						1	
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant		1						1
White Male								
White Female								
Total Black Male	12	3					12	3
AVAILABILITY PERCENTAGE	92.4	4.8		0.9		1.9		
FACULTY PERCENTAGE 1977-78	80.0	20.0						

Other Female

TOTAL

634

100%

2,100

100%

98% Caucasian

The UNC at Greensboro

December 12, 1973

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Classical Civilization

Individual completing form Francis A. Laine

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

All positions in the Department of Classics are expected to be filled by instructors who hold a Ph.D. Recruitment has primarily been from the large private and state universities since these are the ones with large and excellent graduate schools in Greek and Latin.

The criteria for experience and achievement are covered in the Handbook for Faculty - UNC-G.

2. How many people in the United States meet the requirements in #1?
 (Complete the chart below for each type of appointment described above.)

	Chart A		Chart B	
	Number	Percent	Number	Percent
White Male	506	74.7	1,495	70
White Female	128	25.3	600	30
*Black Male	1		4	0
*Black Female	0		1	0
Other Male	0		0	0
Other Female	0		0	0
TOTAL	634	100%	2,100	100%

*98% Caucasian

School/Department: Classical Civilization
Individual completing form: Francis A. Laine

page two

3. Explain how you arrived at the figures in the chart on page one.
a. List sources of data - e.g., availability studies by professional organizations:

Chart A Source: U. S. Department of HEW
Earned Degrees Conferred: Bachelor's and Higher Degrees
Bureau of Educational Research and Development
National Center for Educational Statistics
Washington, D. C.
U. S. Government Printing Offices (1970 or 1971)

Chart B Source: Department of Classics, UNC-Chapel Hill

Page insert - Report of the committee on the Status of Women - American
Philological Association

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Figures were taken from sources listed in a. above.

- c. Evaluate the accuracy and/or completeness of the data you have used:

The data on Chart A is believed to be accurate and complete since it is derived from a government publication.

The data on Chart B was obtained from the head of the Department of Classics at Chapel Hill.

Data from the page insert was received from the APA.

- d. Indicate particular problems encountered in trying to ascertain availability information:

The full statistics seem never to have been compiled.

INSERT

REPORT OF THE COMMITTEE ON THE STATUS OF WOMEN
(Paragraph taken from report of committee
of the American Philological Association)

In November 1972 questionnaires were sent to 2,450 individuals and 350 department chairmen. By February 1, 1973, an adequate statistical sample had been received: 894 responses from individuals (70% men, 30% women), and 170 from department chairmen with data about 925 faculty members (49% men, 18% women, 32% without indication of sex). The majority of responses to the individual questionnaire came from members under age 40 (69% of men, 64% of women). In religious preference these classicists are predominantly Protestant (40%); 35% are Catholic, 27% non-affiliated, 7% Jewish, and 6% listing "other." They are 98% Caucasian.

5. Complete the following table for each of the units defined above:

Not applicable

White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: Department of Classical Civilization

page four

Individual Completing Form: Francis A. Laine

School/Department: Department of Classical Civilization

page three

Individual Completing Form: Francis A. Laine

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

- a. Define that pool for each level and type of appointment you customarily make:

We draw our faculty in classics from the whole United States. However, since Classics Departments are confined to the larger universities, we are limited to some extent.

- b. Complete the following chart for each of the pools defined above:

Not applicable

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: Department of Classical Civilization

page four

Individual Completing Form: Francis A. Laine

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

We must confine it to larger universities as they are the only ones who offer degrees in Classical Philology and Archaeology

- b. List sources of data (e.g., availability studies by professional organizations):

The government report listed in 3a is the only known source

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

Not applicable

- d. Evaluate the accuracy and/or completeness of the data you have used:

Not applicable

- e. Indicate particular problems encountered in trying to ascertain availability information:

The main problem is that we learned that the statistics have not been compiled.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Classical Civilization	Total		WHITE		BLACK		OTHER MINORITIES	
	Male	(%)	Female	(%)	Male	(%)	Female	(%)
Professor								
Associate Prof.	1	100.0						
Assistant Prof.	1	100.0						
Instructor								
Lecturer	1	100.0						
SUBTOTAL	3	100.0						
FACULTY %								

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		2				2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		2				2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		2				2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		2				2

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Classical Civilization		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M										1																				1	74.7	
	F										1																				1	25.3	
Black	M																																
	F																																
Other	M																																
	F																																
Total	M																															1	
	F																														1		
Total											2																				2	100	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	1	1					1	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	1	1					1	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Drama and SpeechIndividual completing form Herman Middleton

PART I - Available Pool of Prospective Faculty Members

L. State below the requirements as to education, experience, and achievement for members of your faculty

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Classical Civilization	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor								
Associate Professor		1						1
Assistant Professor	1						1	
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2	1					2	1
AVAILABILITY PERCENTAGE	74.7	25.3					74.7	25.3
FACULTY PERCENTAGE 1977-78	66.7	33.3						

Black Male	48	1.5	9	1.4	48	1.5	9	1.4
Black Female	120	1.4	9	1.4	45	1.4	45	1.4
Other Male	53	1.7	48	1.9	36	1.8	36	1.8
Other Female	153	1.7	12	1.6	32	1.6	32	1.6
Unidentifiable					75	2.3	75	2.3
TOTAL	9,000	100%	2,513	100%	3,240	100%	3,240	100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Drama and Speech
 Individual completing form Herman Middleton

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Instructor - M. A., no experience, should show promise of becoming a successful university faculty member.

Assistant Professor - Ph. D., should be a successful teacher and evidence some growth professionally and in personal qualities.

Associate Professor - Ph. D., with noticeably higher growth professionally (for instance, recognition by peers at regional level) and continued evidence of healthy personal qualities.

Professor - Ph. D., with continued growth professionally (for instance, some recognition by peers at national level) and continued evidence of healthy personal qualities.

Note: Although the Department of Drama and Speech contains three separate but related disciplines - drama, speech, and speech pathology and audiology, these requirements are used for all, except that drama faculty members frequently use the M. F. A. degree and/or comparable professional experience in lieu of the Ph. D. degree, and, speech pathology and audiology members must hold the Certificate of Clinical competence from the American Speech and Hearing Association. The Faculty Handbook contains a complete description of the requirements of the various faculty ranks.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Speech Pathology				*Speech & Drama			
	Instructors		Professors		Instructors		Professors	
	No.	%	No.	%	No.	%	No.	%
White Male	2,419	26.8	1,956	77.7	542	47.6	542	47.6
White Female	6,203	68.9	484	19.2	507	46.5	507	46.5
Black Male	46	.5	4	.2	13	.4	13	.4
Black Female	120	1.4	9	.4	45	1.4	45	1.4
Other Male	59	.7	48	1.9	26	.8	26	.8
Other Female	153	1.7	12	.6	32	1.0	32	1.0
Unidentifiable					75	2.3	75	2.3
TOTAL	9,000	100%	2,513	100%	3,240	100%	3,240	100%

*Half of these have masters degrees and half doctors degrees.

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e. g., availability studies by professional organizations:

Speech Pathology - figures came from the American Speech and Hearing Assn. Central Office and from statistics found in "Personal Incomes in the Speech and Hearing Profession", ASHA, 14, No. 1, Jan. 1972.

Speech and Drama - figures came from a recent study by the Speech Communication Association. Represent speech and drama personnel, primarily. Study reported in Spectra, Vol. IX, No. 6, December 1973.

The American Theatre Association Central Office was contacted relative to drama people, but no study has been made and no data is available. The Administrative Director of the Assn said that it is his estimate that the percentages would be very similar to the recent study of the Speech Communication Association.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Speech Pathology figures were based upon M-F and White, Black, other percentages of the entire membership, 17,300, but were then applied to those holding Certificates of Clinical Competence, 13,200, since only they would be considered for positions. Those members holding bachelors degrees were also eliminated resulting in a total personnel pool of 11,513. The statistics in the article were based on a sample - 44.6% of the ASHA membership. Speech and Drama figures were based on a representative sample, but the Speech Communication Assn. has accepted the sample as representing the entire membership as explained in the report which was published in Spectra, Vol. IX, No. 6, Dec. 1973. The Assn. has 7,200 members. Of these 5% have bachelors, 45% masters, and 45% doctors degrees.

c. Evaluate the accuracy and/or completeness of the data you have used:

Speech Pathology data, I believe, to be very accurate. It is unfortunate that The American Speech and Hearing Association does not have degrees held by their membership.

Drama and Speech data is reasonably accurate since this study was done by the Speech Communication Association to supply members seeking affirmative action information.

d. Indicate particular problems encountered in trying to ascertain availability information:

The greatest problems were two. First: The American Theatre Association has no readily available data, nor does it intend to develop it, and this organization represents the greatest number of drama personnel. Second: There is large overlap among the three personnel pools as represented by the membership of the three organizations, particularly between the American Theatre Association and the Speech Communication Association. The least overlap between these two and the American Speech and Hearing Association. Hence, the personnel pool for drama and speech cannot be accurately assessed until the American Theatre Association secures appropriate data.

Note: Although the Department of Drama and Speech contains three separate but related disciplines - drama, speech, and speech pathology and audiology, these requirements are used for all, except that drama faculty members frequently use the M. F. A. degree and/or comparable professional experience in lieu of the Ph. D. degree, and, speech pathology and audiology members must hold the Certificate of Clinical competence from the American Speech and Hearing Association. The Faculty Handbook contains a complete description of the requirements of the various faculty ranks.

TABLE I
A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School	Total	WHITE		BLACK	
		Male	Female (%)	Male (%)	Female (%)
Professor	4	4	100.0		
Associate Prof.	2	1	50.0	1	50.0
Assistant Prof.	6	3	50.0	3	50.0
Instructor	2	2	100.0		
Lecturer	2	1	50.0	1	50.0
SUBTOTAL	16	11	68.7	5	31.2
FACULTY %					

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

Department/School	Total	WHITE		BLACK	
		Male	Female (%)	Male (%)	Female (%)
Professor	4	4	100.0		
Associate Prof.	2	1	50.0	1	50.0
Assistant Prof.	6	2	33.3	4	66.6
Instructor	3	3	100.0		
Lecturer	1	1	100.0		
SUBTOTAL	16	11	68.6	5	31.2
FACULTY %					

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1	1			2
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	1	1			3

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor						
Associate Professor						
Assistant Professor				1	1	2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1		1	1	3

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor						
Associate Professor						
Assistant Professor		1	1	1	1	4
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	2	1	1	1	6

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74	1974-75	1975-76	1976-77	1977-78		
Dept: Drama & Speech		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	
		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	
White	M				1			3
	F					1		2
Black	M							.4
	F							1.4
Other	M							.8
	F							1.0
Total	M			1		1		3
	F				1			2
Total				1	1			5

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor								
Associate Professor								
Assistant Professor	1	2					1	2
Instructor	1						1	
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	3	2					3	2

TABLE VII
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1977-78
 Add Tables I and VI and Take Account of Probable
 Promotions of Present Staff

Dept: Drama & Speech	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	4						4	
Associate Professor	1	1					1	1
Assistant Professor	2	3					2	3
Instructor	1						1	
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	9	4					9	4
AVAILABILITY PERCENTAGE	47.9	46.5	.4	1.4	.8	1.0		
FACULTY PERCENTAGE 1977-78	69.2	30.8						

FACULTY WORK FORCE PROFILE AND PROJECTIONS 1973-78

School/Department English Department

Individual completing form With

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Drama & Speech (Speech Path)	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor	1						1	
Associate Professor	1	1					1	1
Assistant Professor		2						2
Instructor	1						1	
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	3	3					3	3
AVAILABILITY PERCENTAGE	78.	19.	0.2	0.4				
FACULTY PERCENTAGE 1977-78	50	50						

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department English Department

Individual completing form William G. Lane

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Lecturer and Instructor - M. A. degree

All professorial ranks - Ph.D. degree

Criteria for each rank are supplied in the Faculty Handbook.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

See page 3.

School/Department: English

page two

Individual completing form: William G. Lane

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - 3.g., availability studies by professional organizations:

SEE PAGES THREE - FOUR.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

b. Complete the following chart for each of the pools defined above:

See page three-A.

- c. Evaluate the accuracy and/or completeness of the data you have used:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

- d. Indicate particular problems encountered in trying to ascertain availability information:

School/Department: English

page three A

Individual completing form: William G. Lane

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

Especially at the three professorial ranks our faculty members are customarily drawn from Ivy League universities or universities such as Michigan, Stanford, University of California, Berkeley, Indiana, Duke, and Texas. Instructors are frequently doctoral candidates or hold masters degrees from those schools.

b. Complete the following chart for each of the pools defined above:

See page three-A.

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: English

page three-A

Individual completing form: William G. Lane

I have been unable to complete the chart as constructed and I offer in lieu thereof the following factual information derived in part from the sources listed in 5b, below.

From: "The MLA-ADE Survey of Doctoral Programs in English" in The Ph.D. in English:

<u>Year</u>	<u>Number of Doctorates</u>	<u>Reporting Departments</u>
1969-1970	1,076	109
1970-1971	1,138	109
1971-1972	1,286	111

The 111 departments of English reporting represent 87.4% of the 127 departments of English in the United States which offer doctoral work; they include the 19 largest producers of doctorates. Sex and race not reported.

From: J. W. Bryant, "A Survey of Black American Doctorates," 1970: Of the 1,096 Black Americans who received doctorates in the Humanities there were 90 Male (10.4%), 46 Female (19.7%) or a total of 136 (12.4%). No separate figures for English are available.

From: Kent G. Mommsen "Black Ph.D. in the Academic Market Place," 1973: In 1969, there were 2,280 Blacks who received Ph.D.'s in all fields (exclusive of medical degrees); this figure represents less than 1% of all doctorates.

From: "Doctorates by Sex." U.S.D.E. Earned Degrees Conferred:

<u>Field</u>	<u>1969-1970</u>
English and Literature	Male 832 / Female 313

From: PMLA. "Affirmative Action for Women in 1971." Table 1. Number of Men and Women Among Graduate Students and Doctoral Degrees Awarded

	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Percent Women</u>
Ph.D. Degrees: 1970	977	490	1,467	33%

We expect no retirements during the next five years. Terminations will occur routinely at the instructor level if (as we expect) we continue the practice of appointing instructors normally for a maximum of four years. Usually two to four members of the staff have been terminated annually for this reason. Unexpected resignations and one-year terminal appointments are of course additional factors.

School/Department: English

page three-B

Individual completing form: William G. Lane

The number of women in this department at the ranks of Lecturer through all professorial ranks would preclude, I think, a charge of discrimination or underutilization. Moreover, nine of the twelve teaching assistants are women. There are no Black members of the department of professorial rank: our recruiting efforts, detailed below, have not been successful.

Figures in the Availability Study indicate 22.3% of women in academic ranks. The WEAL report for 1960-69 indicates 23.81% earned doctorates granted to women. The number of women granted doctorates in English is understandably rather large. Table VIII of the Study indicates women granted doctorates from the five top schools increased from 12% in 1953-58 to 23% in 1963-68. We routinely seek to recruit from these five schools: Harvard, Yale, Berkeley, Princeton, Columbia (or Chicago); at present, two women on our staff currently hold degrees from Yale or Columbia.

In recruiting candidates for any openings we may have, we have resorted to several kinds of activities. At the national level, a special Bulletin of the Associated Departments of English lists the jobs available (qualifications and rank are usually included). We conduct interviews at the national meeting of the Modern Language Association; we interview also at the regional meeting of the South Atlantic Modern Language Association. Unsolicited correspondence is naturally a very large factor in our recruitment efforts: at times we have received telephone calls and unscheduled visits from applicants. Availability of qualified minority group applicants, male or female, remains the chief difficulty.

School/Department: English

page four

Individual completing form: William G. Lane

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

Obviously not all holders of the doctorate in English are qualified for the same position. Specialities, broad fields, national literatures, ancient and modern are only some considerations. Length of service, age, and the matter of tenure, graduate as distinct from undergraduate needs, are additional factors. As a result, more often than not our practice is to canvas potential doctorates (ABD's) or recent recipients of the degree in any given year.

- b. List sources of data (e.g., availability studies by professional organizations):

The Ph. D. in English and Foreign Languages: a Conference Report, Association of Departments of English (ADE), N. Y. 1973; MLA Newsletter September 1973; Kent G. Mommsen, "Black Ph.D. 's in the Academic Market Place: Supply, Demand, and Price," University of Utah, 1973 (manuscript); James W. Bryant, "A Survey of Black American Doctorates," N. Y. Ford Foundation, Office of Reports, 1969; "Affirmative Action for Women in 1971: A Report of the MLA Commission on the Status of Women in the Profession," PMLA, 87 (1972), 530-540; "Doctorates by Sex." U.S.D.E. Earned Degrees Conferred 1966-70.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

- d. Evaluate the accuracy and/or completeness of the data you have used:

The lack of uniform factors in the several reports cited above, requires, it seems to me, the use of representative and annually updated information.

- e. Indicate particular problems encountered in trying to ascertain availability information:

The indefiniteness of such terms as "other male," "other female" or the difficulty (impossibility?) of ascertaining the total number of Black females who hold the Ph.D. in English (already employed as well as still unemployed?) should be patent.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1		2			3
Instructor	3	2	3		2	10
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	4	2	5		2	13

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS .

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor				1		1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL				1		1

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1		2	1		4
Instructor	3	2	3		2	10
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	4	2	5	1	2	14

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					
Dept.: English		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M				1	1						1	1					1						1	7	71.7	
	F					2						1	2											1	7	28.3	
Black	M																										
	F																										
Other	M																										
	F																										
Total	M				1	1						1	1					1						1	7		
	F					2						1	2											1	7		
Total					1	3						2	3					1						2	14		

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	3	1					3	1
Instructor	4	6					4	6
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	7	7					7	7

WORK FORCE PROFILE AND HIRING PROJECTIONS

Department Geography Department

Completing form C. L. Davis

Available Pool of Prospective Faculty Members

Follow the requirements as to all positions in your faculty

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78
Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: English	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	6	2					6	2
Associate Professor	6						6	
Assistant Professor	9	1					9	1
Instructor	5	2					5	2
Lecturer	1	1					1	1
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	28	6					28	6
AVAILABILITY PERCENTAGE *	71.7	28.3						
FACULTY PERCENTAGE 1977-78	82.4	17.6						

* Male - Female for all races.

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Geography DepartmentIndividual completing form C. L. Dozier**PART I - Available Pool of Prospective Faculty Members**

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Professor: Ph.D.

Assoc. Professor: Ph.D.

Asst. Professor: Ph.D.

Instructor/Lecturer: M.A.

Other requirements are those specified for the appointment and promotion at various academic ranks in the Handbook for Faculty of the University of North Carolina at Greensboro.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	For Appt. as Prof., Assoc. Prof. or Asst. Prof.		For Appt. as Instructor or Lecturer	
	Total Pool of Ph.D.s		Total Pool of M.A.s	
	Number	Percent	Number	Percent
White Male	2,042	93.0	2,314	82.9
White Female	132	6.0	394	15.0
Black Male	18	.8	33	1.2
Black Female	0	.0	7	.3
Other Male	5	.2	12	.5
Other Female	0	.0	3	.1
TOTAL	2,197	100%	2,763	100%

School/Department: Geography Department
Individual completing form: C. L. Dozier

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

Association of American Geographers, Washington, D. C.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The gross figures for males, females, blacks, and others by degree were furnished by the Association of American Geographers. The sex break-down for blacks and other had to be estimated on the basis of percentage figures of the stated degrees in geography held by females (4.2% for Ph.D.; 16.2% for M.A.) as cited in the report, Manpower in Geography, Commission on College Geography, Publication No. 11, Association of American Geographers, Washington, D. C., 1972, p. 33.

c. Evaluate the accuracy and/or completeness of the data you have used:

The data is the most up-to-date available from the only source available (the national professional organization in the field of geography). The Association of American Geographers states: "Data on minority groups have been difficult to extract, therefore the numbers listed for blacks, etc. can only be estimated. The estimates for blacks are based on personal acquaintances with individuals and on first professional degrees received from predominantly black institutions."

d. Indicate particular problems encountered in trying to ascertain availability information:

The professional association can furnish figures for only those in the field of geography who are members of the association, current or inactive. Non-members cannot be included, and the data on them was impossible to obtain; however, the number of geographers holding the M.A. and Ph.D. degrees who have never been on the rolls of the professional association would almost certainly be negligible.

TABLE I

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School

Geography	Total	WHITE		BLACK		OTHER MINORITIES	
		Male	(%) Female (%)	Male	(%) Female (%)	Male	(%) Female (%)
Professor	1	1	100.0				
Associate Prof.							
Assistant Prof.	2	2	100.0				
Instructor							
Lecturer	1	1	100.0				
SUBTOTAL	4	4	100.0				
FACULTY %							

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

Professor	1	1	100.0				
Associate Prof.							
Assistant Prof.	2	2	100.0				
Instructor							
Lecturer	1	1	100.0				
SUBTOTAL	4	4	100.0				
FACULTY %							

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor				1		1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL				1		1

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor				1		1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL				1		1

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74	1974-75	1975-76	1976-77	1977-78		
Dept:	Geography	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	
White	M							
	F				1			93
Black	M							
	F							.6
Other	M							0.8
	F							
Total	M							
	F							
Total					1			1

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor		1						1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total		1						1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Department of German and Russian

Individual completing form Anne E. Baeker

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Geography	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor								
Associate Professor	2						2	
Assistant Professor	1	1					1	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	4	1					4	1
AVAILABILITY PERCENTAGE	93.0	.6	0.8	.0	0.2		93.0	
FACULTY PERCENTAGE 1977-78	80.0	20.0		.0			80.0	20.0

TOTAL

1,800

100%

Individual completing form: Anne F. Baecker

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Department of German and Russian

Individual completing form Anne F. Baecker

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Minimum requirement for lecturer - M. A. or Ph. D.

Criteria for individual ranks are defined in the Faculty Handbook.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	1,386	77.0
White Female	401	22.3
Black Male	9	.5
Black Female	4	.2
Other Male	0	.0
Other Female	0	.0
TOTAL	1,800	100%

School/Department: Department of German & Russian
Individual completing form: Anne F. Baecker

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Personal interviews with Mr. Richard I. Brod of MLA, 62 5th Ave., New York. See letter of 1/3/74 with compilation of doctoral statistics by sex.
2. Monatshefte, Vol. 65, Fall 1973, pp. 260-284, 292-299.
3. Summary Report 1972 doctorate recipients from U. S. universities.
4. Ford Foundation. A survey of black American doctorates.
5. Directory of Minority College Graduates 1972. U.S. Dept. of Labor, Manpower Administration, Office of Equal Employment Opportunities.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

I gathered some information with various heads of Departments of German at the 1973 MLA meeting in Chicago, also with some black attendants.

c. Evaluate the accuracy and/or completeness of the data you have used:

I cannot vouch for the accuracy of the data used and the information received at the MLA meeting.

Number	Percent
White Male	
White Female	
Black Female	
Other Male	
Other Female	
TOTAL	100%

d. Indicate particular problems encountered in trying to ascertain availability information:

See attached memorandum to Dean Robert L. Miller.

January 10, 1974

School/Department: Department of German and Russian

page three

Individual Completing Form: Anne F. Baecker

Dean Robert L. Miller

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

- a. Define that pool for each level and type of appointment you customarily make:

During the past thirteen years I have interviewed candidates at the annual MLA meeting, rarely at the AATG annual meetings (due to inefficiency - AATG has discontinued that service), sometimes at the SAMLA. Whenever possible I interviewed black instructors; they were either well established at other universities or were offered positions in departments larger than ours.

- b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

Department of German and Russian

January 10, 1974

MEMORANDUM

TO: Dean Robert L. Miller

FROM: Anne F. Baecker

RE: UNC-G Affirmative Action Plan

Since there are so very few black people in the field of German and Russian, it is unrealistic at this time to request a justification. In our own locality, Bennett College offers, at the present time, no German and Russian. North Carolina Agricultural and Technical State University offers only two years of German and Russian. The Chairman of the Department of Modern Languages at A & T, Professor Waverlyn N. Rice, and I have had meetings on both campuses since the fall semester 1972. We both agree that it is desirable for students from A & T to continue upper level German and Russian on our campus. Professor Rice views the present situation as realistically as I do.

As Chairman of this department, it is my aim to encourage black students to major in German and get their master's degree here in North Carolina. A good instructor with an MA degree is at the present time more desirable to teach beginning and intermediate German rather than a Ph. D. who devotes much of his time doing research. Since it is very unlikely to attract black instructors in the immediate future, I shall continue to communicate with American black graduate students whom I met at the University of Heidelberg during the spring semester 1973.

To increase the number of black instructors in our field, it is essential, of course, that we begin to teach German and Russian in the Greensboro public school. For the past thirteen years we, both faculty and students, have requested that German be introduced in one of the Greensboro high schools. In each case the superintendent has been unwilling to experiment with even one course in German. Would it not be feasible, then, for the city that experienced the dime store sit-in in 1960 to offer black children an opportunity to learn German and Russian in 1974? This is the only way we can eliminate the ethnic minorities in our field.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor	1					1
Assistant Professor						
Instructor						
Lecturer			1			1
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		1			2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor	1					1
Assistant Professor						
Instructor						
Lecturer			1			1
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		1			2

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74	1974-75	1975-76	1976-77	1977-78		
Dept.: German & Russian		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	
White	M			1				
	F							
Black	M							
	F							
Other	M							
	F							
Total	M							
	F							
Total								

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor	1						1	
Assistant Professor								
Instructor								
Lecturer		1						1
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	1	1					1	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department History Department

Individual completing form Richard Bardolph

(Source of data on Availability: Donald G. Mathews, the UNC at Chapel Hill)

PART I - Available Pool of Prospective Faculty Members

TABLE VII

PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: German & Russian	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	2	1					2	1
Associate Professor								
Assistant Professor								
Instructor								
Lecturer		1						1
Teaching Assistant (Faculty)								
Laboratory Assistant								
Black Female								
Other Male								
Total	3	2					3	2
AVAILABILITY PERCENTAGE	77	23						
FACULTY PERCENTAGE 1977-78	60	40						

A more accurate chart would be the following, taken from campus seats and information on page 2 (b).

Male	166	-86.0	153	-86.2	255	88.0
Female	28	+14.0	27	+13.5	36	12.0
Black Male	2-4	+1.0	2-4	+1.0	2-4	+1.0
Black Female						
Total	194	-72.0	180	-72.2	291	80.0

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department History DepartmentIndividual completing form Richard Bardolph

(Source of data on Availability: Donald G. Mathews, the UNC at Chapel Hill)

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Assistant Professor: Ph. D. in history, 0-2 years teaching experience; indication of productive scholarship; superior intellect.

Associate Professor: Ph. D. in history, 3-6 years teaching experience; book or several articles; superior intellect.

Professor: Ph. D. in history; 8 years teaching experience; author of 2 books or 2 books and several widely acclaimed articles; superior intellect.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Asst. Professor		Assoc. Professor		Full Professor	
	No.	%	No.	%	No.	%
White Male	164	+83.98	174	-83.98	247	83.98
White Female	22	+11.42	24	+11.42	33	11.42
Black Male	+ 5	+ 2.43	5	2.43	7	2.43
Black Female	1	.35	1	.35	1	.35
Other Male	3	- 1.47	3	1.47	5	1.47
Other Female	1	.35	1	.35	1	.35
TOTAL	196	100%	208	100%	294	100%

(Plus (+) and minus (-) signs indicate a needed readjustment in the estimates.)

A more accurate chart would be the following, taken from common sense and information on page 2 (b).

Male	166	-86.0	183	86.5	255	88.0
Female	28	+14.0	27	13.5	36	12.0
Black Male	2-4	+ 1.0	2-4	+ 1.0	2-4	+ 1.0
Black Female						
TOTAL	195	101%	200	101%	291	101%

School/Department: History Department

page two

Individual completing form: Richard Bardolph

(Source of data on Availability: Donald G. Mathews, the UNC at Chapel Hill)

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

Department of Health, Education and Welfare, Availability Data: Minorities and Women (June 1973), Washington, D. C.

Department of Health, Education and Welfare, Digest of Educational Statistics (1972 ed.).

Higher Education: Earned Degrees Conferred, 1970-71, 1969-70, 1968-69 (Three separate issues).

Department of Health, Education and Welfare, Summary Report: Bachelor's and Higher Degrees Conferred during 1965-66.

National Research Council, Summary Report 1972: Doctorate Recipients from U.S. Universities.

National Academy of Sciences, Doctorate Recipients from U.S. Universities 1958-66, Washington, D. C.

Allan Cartter, An Assessment of Quality in Graduate Education, Washington, 1966.

Dexter Perkins and John L. Snell, The Education of Historians in the United States, 1962.

Marianne Ferber and Jane Loeb, "Performance, Rewards, and Perceptions of Sex Discrimination among Male and Female Faculty," American Journal of Sociology, 78 (January, 1973), 955ff.

And materials provided by the University Affirmative Action staff.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

1. We checked governmental reports to find the number of doctorates in history granted by sex and race in the past 30 years, but found little specific information by race or by field of history for any significant length of time.

2. Using what information we could scrape together, we estimated when candidates for the three professorial ranks would have received their degrees. For assistant professor, those receiving their doctorates 1970-72; for associates, 1965-69; for full professors, 1950-64.

3. Because not all people receiving doctorates are of equal quality, we attempted to estimate what percentage of the above pool was available to UNC. There is no standard way to make such a determination, so what follows is merely involved guess work:

We estimated what percentage of doctorate holders must have come from the institutions from which UNC ordinarily recruits. This was done by listing 19 of the top graduate schools in history as reported by Cartter, An Assessment of Quality in Graduate Education, p. 38. Then, using the National Center for Educational Statistic's report on earned degrees (Ph.D. in history for 1970-71), we determined what percentage of Ph.D. degrees these 19 institutions produced in 1970-71. The result: 40% of the male and 43% of the female Ph.D. candidates. Realizing that to apply this ratio to each professorial rank is unscientific, but having no other useful information, we estimated that the pool for each rank was as follows with only information on sex, not race.

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Assistant Professors	1,109	189	1,298
Associate Professors	1,205	178	1,383
Full Professors (not endowed chairs)	1,720	240	1,960

These figures could still not give us a pool because the ratio of people who received the Ph.D. to those who publish had still to be determined. By referring to Dexter Perkins and John Snell's The Education of Historians in the United States, p. 117f, we determined that the percentage of Ph.D.s who published anything, from a footnote to the entirety of their dissertations and more, was 75%; but the quality of publication varies and excellence is very rare. Furthermore the performance of all scholars does not increase with time and academics are less mobile as they become older and early promise is not realized. How many people we can reasonably expect to publish effectively is not known, but a recent study in the American Journal of Sociology (January, 1973), pp. 995ff. shows that there is no significant difference in academic performance between men and women. Estimates of percentages in regard to performance can therefore be applied equally. Let us say that if 75% of historians publish something more than their name, that only 20% of that quantity is of really good quality. This final reduction allows for the figures in re: white male and female. But this figure has to be revised according to an application of faulty percentages. Percentages of totals (1298, 1383, 1960) above have to be calculated for "black male and female" and "other male and female" and these adjusted on the basis of estimates (take from the source material) of the number of people teaching history at the college level, which includes Harvard

and Davidson County Community College. Since some teach who do not have the Ph. D. degree, the figures are inaccurate, but represent as good an estimate as we could get.

c. Evaluate the accuracy and/or completeness of the data you have used:

We do not have information on number and percentages of categories as requested by rank; we do not have information on who publishes beyond their dissertation by indicated categories or by rank. The only reliable information would be from actual polling of the profession. The roster of women historians is not complete because not all women historians are on it and because race is not indicated by the dossiers. The rosters of black and other minority historians are not completed as of this date and are reliant upon the voluntary subscription of scholars. I would say that we have overestimated the number of full professors in the pool, are fairly accurate with associates and possibly have underestimated the assistants. The ratio of women to men varies with different fields. We do not hire in history, we hire in American history (and other fields) and not even in American history, but by period, methodology and interest. The pool in American history over all will have more black men than that for French history. We have found also that subsections of American history may have more women than the figures would indicate. Our search committee on North Carolina history, for example, has 30% female applicants.

d. Indicate particular problems encountered in trying to ascertain availability information:

Lack of empirical research on the material. Refusal to realize that availability is not an objective matter and that there is simply not enough information to provide material for answers to the questions HEW provides. Availability could be measured if the professional associations had accurate information of their professions which they do not.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Mathematics DepartmentIndividual completing form E. E. Foscy

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: History	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	7						7	
Associate Professor	4	2					4	2
Assistant Professor	5	2					5	2
Instructor								
Lecturer	1						1	
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	18	4					18	4
AVAILABILITY PERCENTAGE	86	13	1					
FACULTY PERCENTAGE 1977-78	81.8	18.2						

TOTAL 1,030 100%
7,402 100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Mathematics DepartmentIndividual completing form E. E. Posey**PART I - Available Pool of Prospective Faculty Members**

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

- a) Assistant Professor: Ph.D. in Mathematics
- b) Associate Professor: Ph.D. in Mathematics; four or more years experience; established record as an effective teacher; substantial research publications.
- c) Professor: Seven or more years experience. Must show more depth and development than required of an associate professor.

2. How many people in the United States meet the requirements in #1?

(Complete the chart below for each type of appointment described above.)

		Number	Percent
White Male	a)	804	78.06
	b) c)	5,390	72.81
White Female	a)	83	8.06
	b) c)	472	6.38
Black Male	a)	15	1.45
	b) c)	101	1.36
Black Female	a)	4	.39
	b) c)	25	.35
Other Male	a)	114	11.06
	b) c)	1,290	17.43
Other Female	a)	10	.97
	b) c)	124	1.67
TOTAL	a)	1,030	100%
	b) c)	7,402	100%

School/Department: Mathematics Department
Individual completing form: E. E. Posey

page two

3. Explain how you arrived at the figures in the chart on page one.
a. List sources of data - e.g., availability studies by professional organizations:

Figures for part a) of the chart came from data in NOTICES-American Mathematical Society, Issue 148, October 1973, p. 301. Figures for part b) and c) were computed from data in NOTICES-AMS, Issue 148, Oct 1973, p. 301; NOTICES-AMS Issue 140, Oct 1972; p. 308; MONTHLY-Mathematical Association of America, Vol 80, Issue 3, March 1973, p. 311.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Figures for part a) under "Number" were taken direct from data in NOTICES (above); the figures under "Percent" were computed from these data. Figure for b) and c) were computed from data in MONTHLY (above). The number of women (497) and the number of men (6905) awarded Ph.D.s during the period 1961-70 are listed there, but no figures are given on race. The figures on race were computed for b) and c) assuming the same ratio there for race as that given in the October 1973 issue of the NOTICES.

- c. Evaluate the accuracy and/or completeness of the data you have used:

The accuracy of these figures depend on the completeness of the response of local mathematics departments to the request of two prestigious and influential national organizations - the AMS and the MAA. I would think it would be very near complete. However, for b) and c) no figures were given for race. These were computed using the same ratio for black and white as the ratio reported for black and white in the NOTICES for the year 1972-73.

- d. Indicate particular problems encountered in trying to ascertain availability information:

No figures are available about the percentages or numbers of qualified people in regard to race before 1972.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

EPA FACULTY

DEPARTMENT/SCHOOL Mathematics/A & S

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	2	1				3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2	1				3

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1		1	2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL			1		1	2

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	2	1	1		1	5
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2	1	1		1	5

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Mathematics		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M			1	1						1																				4	78.06	
	F																1														1	8.06	
Black	M																																1.45
	F																																.39
Other	M																																11.06
	F																																.97
Total	M			1	1						1																			1		4	90.57
	F																1														1	9.42	
Total				1	1						1						1															5	

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor	1						1	
Assistant Professor	3	1					3	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	4	1					4	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department: Physics Department

Individual completing form: Clifton Bob Clark

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Mathematics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	3						3	
Associate Professor	5						5	
Assistant Professor	4	1					4	1
Instructor	1	3					1	3
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	14	4					14	4
AVAILABILITY PERCENTAGE	78.06	8.06	1.45	.39	11.06	.97	90.57	9.42
FACULTY PERCENTAGE 1977-78	77.8	22.2						

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Physics Department
Individual completing form Clifton Bob Clark

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Teaching Assistant (Faculty) - The position is strictly a temporary one. The money will be used to pay graduate assistantships whenever sufficient graduate assistants are available to do the teaching jobs involved. For this reason, the position is left unfilled until the last moment before classes start. One primary requirement, then, is that the person filling the position be available on short notice to work for possibly only one semester, and never be guaranteed employment for more than one academic year. (Short notice will be at most 2 weeks before the start of classes.) The candidate must have a minimum of a bachelor's degree with major in physics. Preference will be given to candidates with higher degrees, other qualifications being equal. Considerations will be experience at teaching introductory laboratory sections, or comparable teaching experience, or evidence (recommendations, etc.) of likely success at this kind of teaching. Reliability and ability to relate to the students are extremely important, although hard to evaluate, requirements for the position.

Faculty positions: Instructor, Assistant Professor, Associate Professor, Professor are ranks which may be held by individuals meeting the requirements for each as described in the Criteria for Appointments and Promotions adopted by faculty action in the 1971-72 school year. For the rank of Instructor, the individual will ordinarily be nearing the completion of requirements for the Ph.D. degree. For the other ranks, completions of the Ph.D. is ordinarily required.

The paramount requirement is that the individual bring a dedicated interest in combining teaching and research activities. The overemphasis of one at the expense of the other would be unacceptable. The individual must evidence willingness to regularly spend time in teaching individual students outside scheduled class hours. The present physics faculty has established an enviable record for innovative activities reflecting interests and expertise in areas of knowledge not ordinarily classified as physics, and future faculty members should have the interest and ability to support such involvement.

In an effort to maintain a proper balance of expertise in the areas of physics, the department head, in consultation with the faculty, will decide upon the most appropriate specialty for each faculty addition just prior to the time the opening is announced. For example, for the position to be filled in the fall semester, 1975, the decision

School/Department: Physics Department
Individual completing form: Clifton Bob Clark

page one-A

about field(s) of specialty will be made in the spring semester, 1973-74.

It is not anticipated that appointments will be made at the ranks other than instructor or assistant professor in the foreseeable future.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male ³	16,369	96.3
White Female ²	562	3.3
Black Male ¹	60	.4
*Black Female		
Other Male ¹	9	.05
*Other Female		
TOTAL	17,000	100%

*Separate figures not available; included in "white female," if there are any.

d. Indicate particular problems encountered in trying to ascertain availability information:

Above information does not predict availability, in the sense that no information is available about how many of the individuals are seeking employment. A better indication of availability is probably contained in the data concerning those most recently receiving the Ph.D. (between July 1, 1971 and June 30, 1972).

School/Department: Physics Department
Individual completing form: Clifton Bob Clark

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

¹Warren E. Henry, Physics Today, 13 (Feb., 1973). (Dr. Henry is Head of Department, Howard University, and Chairman of the American Physical Society Committee on Minorities in Physics.)

²"Women in Physics" and "Women in Physics Supplement" compiled by the Committee on Women in Physics of the American Physical Society, published by the American Institute of Physics (Sept., 1972, and April, 1973).

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

³ Figure for white male category obtained by subtracting sum of figures for other categories from total.

"Directory of Minority College Graduates 1971-72," published by the Office of Equal Employment Opportunity, U.S. Department of Labor.

³ Number of white males computed by subtracting number of "Other Males" (Ref. 2) from total males (Ref. 1).

c. Evaluate the accuracy and/or completeness of the data you have used:

Data was obviously incomplete with respect to required categories. Committee on Minorities in Physics has not issued a formal report yet. The information released represents preliminary results and gives no breakdown by sex. The complete reports by the Committee on Women in Physics contain no information on race.

d. Indicate particular problems encountered in trying to ascertain availability information:

Above information does not predict availability, in the sense that no information is available about how many of the individuals are seeking employment. A better indication of availability is probably contained in the data concerning those most recently receiving the Ph.D. (between July 1, 1971 and June 30, 1972).

3. d. Indicate particular problems encountered in trying to ascertain availability information:

	Number	Percent
White Male ³	1394	96.9
White Female ¹	37	2.6
Black Male ²	0	0.0
Black Female ²	0	0.0
Other Male ²	7	0.5
Other Female ²	0	0.0
Total ¹	1438	100.0

¹Publication No. R-151.10, "Physics and Astronomy Enrollments and Degrees in the U.S." American Institute of Physics (March, 1973). No breakdown by race given.

²"Directory of Minority College Graduates 1971-72," published by the Office of Equal Employment Opportunity, U.S. Department of Labor.

³Number of white males computed by subtracting number of "Other Males" (Ref. 2) from total males (Ref. 1).

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1			1
Instructor						
Lecturer						
Teaching Asst. (Faculty)	1	1	1	1	1	1*
Laboratory Assistant						
TOTAL	1	1	2	1	1	2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1			1
Instructor						
Lecturer						
Teaching Asst. (Faculty)	1	1	1	1	1	1*
Laboratory Assistant						
TOTAL	1	1	2	1	1	2

*This is a temporary Graduate Assistanceship, reappointed annually.

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
Dept: Physics		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other*	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other*	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other*	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M					1						1	1						1						1	6	96.3
	F																										3.3
Black	M																										0.4
	F																										0
Other	M																										0.05
	F																										0
Total	M																										96.75
	F																										3.3
Total						1						1	1						1						1	6	

*See narrative, p. 1, Part I-1.

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor	1						1	
Assistant Professor								
Instructor								
Lecturer								
Teaching Assistant (Faculty)	5*						5*	
Laboratory Assistant								
Total	6						6	

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Department of Philosophy

Individual completing form

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Dept: Physics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	5						5	
Associate Professor								
Assistant Professor	1						1	
Instructor								
Lecturer								
Teaching Assistant (Faculty)*	1						1	
Laboratory Assistant								
White Male		305				86.9		
White Female		63				13.1		
Total	8						8	
AVAILABILITY PERCENTAGE	96.3	3.3	0.4	0	0.05	0	96.75	3.3
FACULTY PERCENTAGE 1977-78	100.0							

*See narrative, p. 1, Part I-1.

TOTAL

100%

The UNC at Greensboro

December 12, 1973

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Department of Philosophy
Individual completing form Robert B. Rosthal

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Minimal requirements for the Assistant Professor is possession of the Ph.D. or its equivalent from a recognized graduate school; for Lecturer, the assurance that the degree will be obtained within a year after appointment. Previous teaching experience is preferred, as is some publication, although predoctoral experience as teaching fellow or assistant is acceptable. More extended teaching experience and considerable publication in the better known professional journals is requisite for the senior ranks.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	305	86.9
White Female	63	13.1
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: Department of Philosophy

page two

Individual completing form: Robert B. Rosthal

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

Data on women is derived from the Council for University Women's Progress, other figures are derived as indicated from the Committee on Status and Future of the Profession and from The Society for Women in Philosophy. Remaining figures are derived from the Office of Scientific Personnel of the National Research Council.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Data is merely indicated by the above sources.

c. Evaluate the accuracy and/or completeness of the data you have used:

Figures should be accurate for the decade 1960-1970 since sources are reliable; figures on blacks unfortunately, refer only to all earned doctorates, not to doctorates in philosophy.

d. Indicate particular problems encountered in trying to ascertain availability information:

The American Philosophical Association as a matter of present policy, does not provide (through its subcommittees on the Status of Women in the Profession and The Participation of Blacks in Philosophy, the parent committee of which is that on the Status and Future of the Profession), a breakdown of black Ph.D.'s in Philosophy.

School/Department: Philosophy
 Individual completing form: R. B. Rosthal, Head

page three

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

Applications are accepted from all qualified candidates and our positions are listed in the national APA publication, Jobs in Philosophy.

TABLE 1
A. WORK FORCE PROFILE BY RACE AND SEX - ERA FACULTY - 1972/73

Department/Subject	Total	WHITE		BLACK	
		Male	Female (%)	Male (%)	Female (%)
Philosophy					
Professor					
Associate Prof.	1	1	100.0		
Assistant Prof.	4	3	75.0	1	25.0
Instructor					
Lecturer	1	1	100.0		
SUBTOTAL	6	5	83.3	1	16.6
FACULTY 1					

B. WORK FORCE PROFILE BY RACE AND SEX - ERA FACULTY - 1972/73

Department/Subject	Total	WHITE		BLACK	
		Male	Female (%)	Male (%)	Female (%)
Philosophy					
Professor					
Associate Prof.	1	1	100.0		
Assistant Prof.	3	3	100.0		
Instructor					
Lecturer	2	2	100.0		
SUBTOTAL	6	6	100.0		
FACULTY 2					

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Philosophy	Total	WHITE		BLACK		OTHER MINORITIES	
		Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Professor							
Associate Prof.	1	1	100.0				
Assistant Prof.	4	3	75.0	1	25.0		
Instructor							
Lecturer	1	1	100.0				
SUBTOTAL	6	5	83.3	1	16.6		
FACULTY %							

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1				1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1				1

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor				1		1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL				1		1

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1		1		2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1		1		2

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Philosophy		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M										1																				1	85	
	F																1														1	15	
Black	M																																
	F																																
Other	M																																
	F																																
Total	M										1																					1	
	F																1														1		
Total											1						1															2	

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	1	1					1	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	1	1					1	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department: Political Science Department

Individual completing form: David M. Olson

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Philosophy	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor								
Associate Professor	2						2	
Assistant Professor	3	1					3	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	6	1					6	1
AVAILABILITY PERCENTAGE	85	15						
FACULTY PERCENTAGE 1977-78	85.7	14.3						

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department: Political Science DepartmentIndividual completing form: David M. Olson

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

We would ordinarily consider new faculty at the beginning Assistant Professor rank. An Assistant Professor should have the Ph.D. degree in hand. We would expect to fill higher positions by promotion from within.

2. How many people in the United States meet the requirements in #1? (Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	340	85.0
White Female	56	14.0
Black Male/Female	4	.02
Other Male		
Other Female		
TOTAL	400	99.02

School/Department: Political Science Department

page two

Individual completing form: David M. Olson

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

American Political Science Association, "APSA Placement Directors Association Report," March, 1973 (mimeo), Washington, D. C.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The data reported in the source above are a complete enumeration of persons in the political science job market for Fall 1973. The figures reported in #2 above are my interpolations. The total number of women and of Blacks are given, as is the percentage (45%) of the total candidate pool who would have completed their Ph.D.s. I have assumed that the proportions of Black and of women who would have completed their dissertations are the same as in the total candidate pool.

- c. Evaluate the accuracy and/or completeness of the data you have used:

The data base is accurate, but the interpolations result in estimates. The assumption that the proportion of Black Ph.D.s is the same as in the total candidate pool is probably not justified. The proportion is probably considerably less (though the total number for 1973 was only 14).

- d. Indicate particular problems encountered in trying to ascertain availability information:

The data issued by the American Political Science Association are reported by each of the factors requested in item 2 above, but are not cross-tabulated.

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,a. Why is it necessary to define your candidate pool in this more restricteda. Define that pool for each level and type of appointment you customarily make:

To ensure that our faculty have been trained in the most recent methods

We seek faculty from the top 20 graduate schools within any given field of political science. This list generally corresponds with the

ACE ratings, though it does vary by subfield within political science.

organizations:

Same report as in Item 3, a., and "Placement of Political Scientists

b. Complete the following chart for each of the pools defined above:Association).

<u>Describe the method(s) used to</u>	<u>Number</u>	<u>Percent</u>
White Male	139	85.0
White Female	23	14.0
Black Male/Female	2	.02
Other Male		
Other Female		
TOTAL	164	99.02

To the estimates discussed in Item 3, c. above, must be added another estimate about the proportion of Black and women graduating from the major schools of political science. I would guess that this estimate, unlike the others, somewhat underestimates (but not by more than 10%) the proportions of Blacks and women.

e. Indicate particular problems encountered in trying to ascertain availability information:

All the problems discussed in Item 3, d. above apply. In addition, this department has particular needs for personnel. As a newly developing department in a metropolitan location, we need faculty with interests in undergraduate students and in urban and public administration related specialties for both teaching and research. Data are not available on the total number of new Ph. D.'s with these interests, nor do we know the composition of this candidate pool by either race or sex.

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

To ensure that our faculty have been trained in the most recent methods and theories in political science research.

- b. List sources of data - e.g., availability studies by professional organizations:

Same report as in Item 3. a., and "Placement of Political Scientists in 1972" P.S. 5:463-65 Fall 1972 (American Political Science Association).

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

The data bases are complete enumerations of those in the job market in both 1973 and 1972. The 1972 report lists job candidates by the ACE prestige ranking of their graduate school. The number of job candidates from the top 20 ranking graduate schools was estimated to be about the same in 1973. Against that number (365) were applied the percentages derived from the 1973 data reported in Items 2 and 3.

- d. Evaluate the accuracy and/or completeness of the data you have used:

To the estimates discussed in Item 3. c. above, must be added another estimate about the proportion of Black and women graduating from the major schools of political science. I would guess that this estimate, unlike the others, somewhat underestimates (but not by more than 10%) the proportions of Blacks and women.

- e. Indicate particular problems encountered in trying to ascertain availability information:

All the problems discussed in Item 3. d. above apply. In addition, this department has particular needs for personnel. As a newly developing department in a metropolitan location, we need faculty with interests in undergraduate students and in urban and public administration related specialties for both teaching and research. Data are not available on the total number of new Ph. D. s with these interests, nor do we know the composition of this candidate pool by either race or sex.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1		1		1	3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		1		1	3

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1		1		1	3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		1		1	3

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
Dept: Political Science		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M				1																		1			2	85
	F																										14
Black	M				1							1														1	
	F																										
Other	M																										
	F																										
Total	M																										
	F																										
Total					1							1											1			3	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	2		1				3	
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2		1				3	

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Psychology Department

Individual completing form Robert L. Eason

TABLE VII

PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Political Science	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor		1						1
Associate Professor	5						5	
Assistant Professor	1		1				2	
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	7	1	1				8	1
AVAILABILITY PERCENTAGE	85	14					85	14
FACULTY PERCENTAGE 1977-78	77.8	11.1	11.1				88.9	11.1

TOTAL

15.815

100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Psychology DepartmentIndividual completing form Robert G. EasonPART I - Available Pool of Prospective Faculty Members1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

1. Assistant Professor: Ph.D. in psychology. Meet UNC-G criteria for promotion to Assistant Professor as described in the Faculty Handbook.
2. Associate Professor: Ph.D. in psychology. Meet UNC-G criteria for promotion to Associate Professor as described in Faculty Handbook.
3. Full Professor: Ph.D. in psychology. Meet UNC-G criteria for promotion to Professor as described in Faculty Handbook.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	11,924	75.4
White Female	2,939	18.6
Black Male	130	.8
Black Female	59	.4
Other Male	621	3.9
Other Female	142	.9
TOTAL	15,815	100%

School/Department: Psychology Department

page two

Individual completing form: Robert G. Eason

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

Figures represent totals of white males, white females, black males, black females, other males, other females holding doctoral degrees in psychology. Data are based on a 1972 survey of members of the American Psychological Association which was conducted by the APA Office. A summary table of their findings categorized by ethnic/racial identity and sex was provided the Department of Psychology at UNC-G by the APA Office.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Used figures reported in the APA survey. The figures probably slightly underestimate the number of people holding the doctoral degree in each of the categories since not all members responded.

- c. Evaluate the accuracy and/or completeness of the data you have used:

As far as I am aware the APA survey data are the most recent and complete information available on doctorates in psychology categorized by sex and race. I estimate that the percentage values for each category are accurate within 2%.

- d. Indicate particular problems encountered in trying to ascertain availability information:

No major problems were encountered. I learned of the APA survey while attending a Regional Psychology Department Head's meeting in Atlanta last December. A phone call to the APA Office in Washington, D. C. resulted in their sending the information requested.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1	1			2
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	1			2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		1	1	1	1	4
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	1	1	1	4

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor		2	2	1	1	6
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		2	2	1	1	6

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Psychology		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M										1						1														3	75.4	
	F										1												1								2	18.6	
Black	M																1														1	0.8	
	F																						1									0.4	
Other	M																																3.9
	F																															0.9	
Total	M																															4	80.1
	F																														2	19.9	
Total											2						2						1						1		6	100.0	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor	3	2	1	0	0	0	4	2
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	3	2	1	0	0	0	4	2

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Department of Religious Studies

Individual completing form Benjamin Lerner

TABLE VII

PROJECTED FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable Promotions of Present Staff

Dept: Psychology	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1							
Professor	5	1						1
Associate Professor	5	2						2
Assistant Professor	3	2	1					2
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	14	5	1				15	5
AVAILABILITY PERCENTAGE	75.4	18.6	0.8	0.4	3.9	0.9	80.1	19.9
FACULTY PERCENTAGE 1977-78	70.0	25.0	5.0					

TOTAL

2,900

100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Department of Religious StudiesIndividual completing form Benjamin LadnerPART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

We recruit on a national level and our requirements for each rank comply with the university's criteria for appointments as cited in the UNC-G Handbook for Faculty, pp. 2-1 and 2-2.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointments described above.)

	Number	Percent
White Male	2,746	94.71
White Female	145	4.99
Black Male	9	.3
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	2,900	100%

Individual completing form: Benjamin Ladner3. Explain how you arrived at the figures in the chart on page one.a. List sources of data - e.g., availability studies by professional organizations:

- (1) "Earned Degrees Conferred: Bachelor's and Higher Degrees. "U. S. Dept. of Health, Education and Welfare, June, 1971.
- (2) "Ford Foundation Survey, " 1969.
- (3) "A Directory of Religious Studies Programs: Departments of Religion in North America, " Council on the Study of Religion, 1973.
- (4) "A Registry of Women in Religious Studies, 1973. "
- (5) The Society for Religion in Higher Education.
- (6) Placement Office, American Academy of Religion.
- (7) Professor Christine Downing, Women's Caucus, American Academy of Religion.
- (8) The Cooperative College Registry
- (9) Professor John Schutz, former Editor, Bulletin of the Council on Religion.
- (10) "Black Ph.D. 's in the Academic Marketplace: Supply, Demand and Price, " Kent G. Mommsen, University of Utah. To be published April, 1974, Journal of Higher Education.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The total number of 2,900 constituting the availability pool from which we recruit was arrived at by adding the number of full-time faculty in Religious Studies (1,958 - "A Directory of Religious Studies Programs") to the number of doctoral graduates from 1969-73 (942 -- figured on an average of 314 doctoral graduates annually).

The Ford Foundation Survey ("A Survey of Black American Doctorates, 1969) has identified the existing pool of Black Ph.D. 's in 1969 as 2,280. In Mommsen's study (see listing above) the figure of 1.7% was cited (from Crossland) as the percentage of black graduate students in the Arts and Sciences in 1968. Mommsen estimates that approximately 200 blacks are added to the total pool annually. Hence, he indicates that a reasonable estimate for the total number of black doctorates living today (1972-73) would be 2,500 - 3,000. Assuming that Religious Studies is only one of the disciplines in Arts and Sciences, and assuming further a high concentration of the total number of blacks to be in predominately black colleges and universities, a realistic estimate of the availability pool of blacks in Religious Studies would be less than 1%.

The percentage figure for women was obtained from the "Earned Degrees Conferred" report cited above.

c. Evaluate the accuracy and/or completeness of the data you have used:

Figures for women are assumed to be accurate. As indicated, figures for available qualified blacks have been derived from studies of larger scope than the discipline of Religious Studies.

Individual completing form Benjamin Ladner

d. Indicate particular problems encountered in trying to ascertain availability information:

There seem to be no studies available indicating the exact number of available qualified blacks just in Religious Studies.

Department/School	A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73				B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74			
	WHITE		BLACK		WHITE		BLACK	
	Male	Female	Male	Female	Male	Female	Male	Female
Religious Studies								
Professor								
Associate Prof.								
Assistant Prof.	1	100.0						
Instructor								
Lecturer	1	100.0						
SUBTOTAL	2	200.0						
FACULTY 2								
Professor								
Associate Prof.								
Assistant Prof.	2	50.0						
Instructor								
Lecturer	1	100.0						
SUBTOTAL	3	150.0						
FACULTY 3								

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Religious Studies	Total	WHITE		BLACK		OTHER MINORITIES	
		Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Professor							
Associate Prof.							
Assistant Prof.	1	1	100.0				
Instructor							
Lecturer	1	1	100.0				
SUBTOTAL	2	2	100.0				
FACULTY %							

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1				1
Associate Professor						
Assistant Professor	1		1		1	3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	1	1		1	4

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1				1
Associate Professor						
Assistant Professor	1		1		1	3
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	1	1		1	4

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78						
Dept: Religious Studies		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages	
White	M																									2	94.71	
	F			1					1														1			2	4.99	
Black	M																											
	F																											
Other	M																											
	F																											
Total	M																											
	F			1					1														1					
Total				1					1														1			4		

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor		1						1
Associate Professor								
Assistant Professor	2	1					2	1
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2	2					2	2

TABLE VII

**PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78**

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Religious Studies	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor		1						1
Associate Professor	1	1					1	1
Assistant Professor	2						2	
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	4	2						6
AVAILABILITY PERCENTAGE	94.71	4.99						
FACULTY PERCENTAGE 1977-78	66.7	33.3						

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Romance Languages DepartmentIndividual completing form Prof. George E. McSpaddenPART I - Available Pool of Prospective Faculty Members1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

- a. Teaching Assistant - 1) A.B. in French or Spanish, 2) near native command of the language, 3) experience in teaching the language, if possible.
- b. Instructor - 1) M.A. in French or Spanish, 2) essentially a native command of the language, 3) teaching experience.
- c. Assistant Professor - 1) Ph.D. in French or Spanish, 2) essentially a native command of the language, and the ability to lecture in that language, 3) teaching experience, 4) publication in the field, 5) service to the University and the community.
- d. Associate Professor - 1) Ph.D. in French or Spanish, 2) native command and the ability to lecture in the language, 3) teaching experience, 4) extensive publication in the field, 5) excellence in teaching, 6) more extensive service to the community and the state.
- e. Full Professor - 1) Ph.D. in French or Spanish, 2) native command of the language and the ability to lecture in French or Spanish, 3) teaching experience and excellence in teaching, 4) still more extensive publication in the field, 5) still more extensive service to the University, the community, and the nation.

These criteria are based upon the standards established and listed in the University of North Carolina at Greensboro Handbook for Faculty, part 2, pages 1 and 2, "Criteria for Promotions and Appointment".

2. How many people in the United States meet the requirements in #1?
 (Complete the chart below for each type of appointment described above.)

	Availability Pool for Teaching Assts. & Instructors French and Spanish				Availability Pool for Assistant, Associate, & Full Professors French, Spanish, and Italian					
	Fr.	Span.	Fr.	Span.	Fr.	Span.	Ital.	Fr.	Span.	Ital.
	No.	No.	%	%	No.	No.	No.	%	%	%
White Male	1,155	860	55.0	43.0	560	385	56	70.0	48.0	56.0
White Female	840	500	40.0	25.0	216	45	36	27.0	5.6	36.0
Black Male	25	100	1.2	.5	8	3	1(?)	1.0	.375	1.0(?)
Black Female	14	100	.66	.5	8	3	2(?)	1.0	.375	2.0(?)
Other Male	33	520	1.5	26.0	4	334	3	.5	42.0	3.0
Other Female	33	100	1.5	5.0	4	30	2	.5	3.6	2.0
TOTAL	2,100	2,180	99.9%	100%	800	800	100	100%	99.95%	100%

Individual completing form Prof. George E. McSpadden

I. 2.

Complete statistics of the type required for this report are not available from the Modern Language Association of America (MLA), from available census data, nor from special surveys of minority availability. Before discussing the specific data that is available, it should be noted that less than 1 percent of America's earned doctorates are held by Negroes, and, as late as 1967-68, only one percent of the total number of Ph.D. candidates in the United States was black.¹ These figures are for Ph.D.'s in general and the total number of graduate students, not specifically for the French and Spanish fields. The MLA has recognized that its overall membership contains only a very small percentage of blacks. This was born out in a survey of subscribers to the Job Information List in which fewer than two percent of the subscribers were minority group professionals.² This served to confirm the suspicion that few minorities (other than Spanish surnamed), especially blacks, were attracted to the profession.

The MLA has conducted surveys of its own and has gathered some statistics from the government. These again do not give the precision required of this report, but they are helpful. Of all doctoral recipients in French between 1966 and 1970, 43.6% were female, while for Spanish for the same period, the figure is 34.1%. These figures indicate a rise in the number of women in these fields from the period, 1960-69, when 41% of the French and 32.3% of the Spanish doctoral recipients were female.³ An MLA survey of institutions granting the doctorate and/or the Master of Arts degree revealed that 57.7% of the graduate students were female.⁴

In the case of ethnic minorities, we learned from the MLA that of the members of 100 foreign language departments surveyed, 11.2% considered themselves to be members of an ethnic minority. (Most were probably Spanish surnamed.) Of 49 departments, including both M. A. and Ph.D. students, 14% of the people surveyed considered themselves members of an ethnic minority.⁵

These figures indicate that relatively few members of this profession are black, or members of an ethnic minority (other than those who are Spanish surnamed and teach Spanish). The percentage of women in our field is substantial and growing. These are, however, only general indicators, and more concrete figures follow.

An examination of the membership figures for the American Association of Teachers of French (AATF) and the American Association of Teachers of Spanish and Portuguese (AATSP) helped in arriving at some type of answer to the second question.⁶ There are about 10,900 members of the AATF and 11,864 members of the AATSP, perhaps one-fourth of each group being college teachers. Of this number perhaps one-fourth of the college teachers

Individual completing form Prof. George E. McSpadden

hold the doctorate and are research scholars that fit the criteria established for persons filling the position of assistant, associate or full professor in this department. A small number of doctorates actively engaged in research and writing may not be members of these organizations, but the number is small. Thus, the figures are as follows:

AATF Number of White Males 45 AATSP

Number of White Females 3 3.3%

10,900 + 4 equals

11,864 + 4 equals

(approximately) Number of Other Males 5 5.5%

2,750 + 4 equals

2,966 + 4 equals

So far as 687.5 determined from the information given 741.5 checks applied for the position.

Allowing for some margin of error, we estimate that there are 800 research scholars in each of the two fields that would constitute the availability pool in the United States. The figure for the Italian scholars is based upon an estimation of the number of advanced Italian professors in the United States. It is from these statistics, and the responses to our job notice for positions in French and Spanish that we base our figures in Table B.

For the lower ranks, that is the teaching assistants and the instructors, the criteria for employment is less demanding, and there are thus more persons eligible. From the total membership figures stated above we noted that perhaps only one-fourth were college teachers, but that many, perhaps three-fourths, of those teaching were without the doctorate or substantial publications. These are the persons who would be considered by us for these lower ranking positions. It is upon this estimate that we base our figures for the availability pool of persons for categories a. and b. in item I. It should be recognized that these figures are sketchier than the others, as many persons in this situation might not belong to the AATF or the AATSP.

In the October and December issues of the MLA Job Information List (Foreign Language Edition) we listed a possible opening in French and a possible opening in Spanish in specific areas within each discipline. We requested that applicants be qualified to teach graduate and undergraduate courses, hold the doctorate, and have publications to their credit. The areas advertised were broad ones, and we feel that we received a representative response for each position. We are at this moment unable to distinguish between those qualified for a full professorship and those qualified for an associate or assistant professorship, for there are many factors that enter into such a decision. We do however, distinguish between those with, and those without the doctorate; indeed, as was noted in the preceding paragraph, this is the key factor in distinguishing one group from the other. Those with the doctorate may be considered for the ranks

Individual completing form Prof. George E. McSpadden

of assistant professor and above, while those without are considered for instructorships and teaching assistantships.

For those with the doctorate, the figures for the possible Spanish position are as follow:

Number of White Males	45	-	50%
Number of White Females	3	-	3.3%
Number of Other Males	39	-	43.3%
Number of Other Females	3	-	3.3%
	<u>90</u>		<u>99.9%</u>

So far as can be determined from the information given, no blacks applied for the position.

The job description was written so that only those with the doctorate should apply. However, the tight job situation induced a number of ABD's to write, and we include these figures for your information.

Number of White Males	20	-	42.5%	
Number of White Females	12	-	25.5%	(No blacks so far
Number of Other Males	12	-	25.5%	as can be deter-
Number of Other Females	3	-	5.5%	mined, although
	<u>47</u>		<u>99.0%</u>	we have searched
				for them.)

The possible French position similarly requested persons with the doctorate and publications to apply. The response was as follows as of January 2, 1974:

Number of White Males	69	-	69.6%	
Number of White Females	27	-	27.4%	
Number of Black Males	1	-	1%	(Letters of recom-
Number of Black Females	2	-	2%	mendation identified
	<u>99</u>		<u>100%</u>	these.)

Again a number of ABD's wrote to us concerning the position, and the figures are:

Number of White Males	27	-	55%	(No blacks and no
Number of White Females	22	-	45%	others.)
	<u>49</u>		<u>100%</u>	

These figures, combined with the general statistics mentioned in the first paragraphs of this section gave us the general guidelines for the percentages of each type of applicant in the availability pool.

Individual completing form Prof. George E. McSpadden

FOOTNOTES

1. Department of Health, Education and Welfare, Office for Civil Rights, Availability Data: Minorities and Women (Washington, 1973), Tab A, "A Survey of Black American Doctorates."

2. MLA Newsletter, Vol. 4, no. 4, September, 1972, "MLA Job Information Service Subscriber Survey."

3. Figures for the period 1966-70 were furnished by Mr. Richard Brod of the MLA in his letter of January 4, 1974. Figures for the period 1960-69 are from the Availability Data . . . , Tab G, "Proportion of Doctorates Earned by Women, by Area and Field, 1960-69. A copy of Mr. Brod's letter is attached.

4. Mr. Brod's letter of January 4, 1974.

5. Mr. Brod's letter of January 4, 1974.

6. These figures are from The French Review, Vol. 46, no. 6, May, 1973, Directory, 1276 ff, and from Hispania, Vol. 56, Membership Issue, October, 1973.

Taking the three groups of departments together, we have a total of 49 departments of Romance languages (in the collective sense) with 1,768 doctoral students and 1,100 master's students for a total of 2,868. Of these, 419 are reported as belonging to ethnic minorities, a percentage figure of 14.6%.

For foreign languages as a whole (127 departments), the ethnic minority percentage is 11.2%.

Since our survey requested data on the number of women graduate students--i.e., doctoral and master's together--, our percentages are naturally higher than those reported by the U.S.O.E. for graduated doctorates alone. By field, the percentages are as follows: French 28.1%, Romance 34.8%, Spanish 54.9%, German 56.9%, Slavic 50.5%, and combined Foreign Language departments, 63.1%. For foreign languages as a whole (127 departments) the percentage of women is computed as 57.7%.

The questionnaire instructed respondents to include women in the ethnic figures, to include persons belonging to ethnic minorities in the figures for women.

I hope this information is useful to you.

Yours sincerely,
/s/ Richard Brod
Richard I. Brod
Director, Foreign Language Programs

MODERN LANGUAGE ASSOCIATION OF AMERICA
62 Fifth Avenue, New York 10011 * Telephone (212) 691-3200
4 January 1974

Professor Ernest Swiger
Department of Romance Languages
University of North Carolina
Greensboro, N. C.

Dear Professor Swiger:

I attach a copy of our compilation of doctoral statistics by sex, taken from a federal (U.S.O.E.) source. The figures cover a four-year period.

Our data on ethnic minorities are unfortunately less reliable. Our source is the return on a questionnaire sent in October to Ph.D.-producing departments only; naturally, not all of them responded.

We have separate figures for the 10 responding departments of Romance Languages, 18 responding French departments, and 21 Spanish departments. The French departments report 613 doctoral students plus 370 master's, for a total of 983; of these, 60 (6.1%) are reported as belonging to ethnic minorities. In Romance, 424 doctoral students and 266 master's, for a total of 690, of whom 38 (5.5%) belong to ethnic minorities. In Spanish, 731 doctoral students plus 464 master's, for a total of 1195, of whom 321 (26.9%) belong to ethnic minorities.

Taking the three groups of departments together, we have a total of 49 departments of Romance languages (in the collective sense) with 1,768 doctoral students and 1,100 master's students for a total of 2,868. Of these, 419 are reported as belonging to ethnic minorities, a percentage figure of 14.6%.

For foreign languages as a whole (100 responding departments), the ethnic minority percentage is 11.2%.

Since our survey requested data on the number of women graduate students--i.e., doctoral and master's together--, our percentages are naturally higher than those reported by the U.S.O.E. for graduated doctorates alone. By field, the percentages are as follows: French 65.1%, Romance 54.8%, Spanish 54.9%, German 56.9%, Slavic 50.6%, and combined Foreign Language departments, 63.1%. For foreign languages as a whole (100 departments) the percentage of women is computed as 57.7%.

The questionnaire instructed respondents to include women in the ethnic figures, to include persons belonging to ethnic minorities in the figures for women.

I hope this information is useful to you.

Yours sincerely,
/s/ Richard Brod
Richard I. Brod
Director, Foreign Language Programs

RIB/hs

Department/School

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1			1
Instructor		1	1			2
Lecturer		1				1
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		2	2			4

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	0	0	0	0	0	0

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor			1			1
Instructor		1	1			2
Lecturer		1				1
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		2	2			4

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74						1974-75						1975-76						1976-77						1977-78							
Dept: Romance Languages		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M											1						1													2	48	
	F												1																		1	5.6	
Black	M																															.375	
	F																															.375	
Other	M																1														1	42	
	F																															3.6	
Total	M																															90.375	
	F																															9.575	
Total												1	1				1	1													4	99.95	

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor					1		1	
Instructor	2						2	
Lecturer		1						1
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2	1			1		3	1

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Sociology DepartmentIndividual completing form Alvin H. Scaff

TABLE VII

PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Romance Languages	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	1				2		3	
Associate Professor	6	4			1		7	4
Assistant Professor	2	2			2	1	4	3
Instructor	1	3			1		2	3
Lecturer					1		1	
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	11	9			7	1	18	10
AVAILABILITY PERCENTAGE	70 48	27 5.6	1 .4	1 .4	.5 42	.5 3.6	71.5 90.4	28.5 9.6
FACULTY PERCENTAGE 1977-78	39.3	32.1			25.0	3.6	64.3	35.7

French
Spanish

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Sociology DepartmentIndividual completing form Alvin H. Scaff

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.
 - A. Doctorate from one of the universities within the AGS (Association of Graduate Schools). The purpose is to develop a faculty capable of offering the M.A. and Ph.D. degrees in sociology.
 - B. Degree, experience, and professional achievement in accord with stated University promotion criteria for each rank: instructor, assistant, associate, and full professor.
 - C. Exceptions are made in the case of appointments in social welfare in which cases the MSW degree is acceptable in place of the Ph.D., provided the applicant has strong graduate sociology as part of his graduate training.
2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	270	61.4
White Female	114	25.9
Black Male	7	1.6
Black Female	14	3.2
Other Male	28	6.3
Other Female	7	1.6
TOTAL	440	100%

Individual completing form Alvin H. Scaff3. Explain how you arrived at the figures in the chart on page one.a. List sources of data - e.g., availability studies by professional organizations:

American Sociological Association: "Roster of 1973-74 Ph.D. 's in Sociology who have indicated they are available for positions starting fall 1974. "

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The American Sociological Association obtained the data from questionnaires sent to all Ph.D. granting universities in the U.S. and Canada. Data from universities not members of AGS are excluded from the Table.

c. Evaluate the accuracy and/or completeness of the data you have used:

The data are highly accurate and complete for the younger sociologists eligible for appointments at the assistant professor rank. Data that would apply to the other ranks are not available.

d. Indicate particular problems encountered in trying to ascertain availability information:

Statistics on members in the sociological profession do not include ethnic identification, nor can sex, Ph.D. granting institution, and professional rank be cross tabulated; thus, relevant statistics for the profession on a national scale are presently unavailable.

Individual completing form Alvin H. Scaff4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

- a.
- Define that pool for each level and type of appointment you customarily make:

Refer to answer under 1 above which states that candidates are drawn from the graduates of universities that are members of the Association of Graduate Schools, and/or MSW degree granting universities in the case of appointments primarily in the social welfare program.

- b.
- Complete the following chart for each of the pools defined above:

(See data under 2 above, which applies to the rank of assistant professor)

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

This is necessary in order to achieve and maintain the quality required for graduate degree programs at the masters and doctoral levels.

- b. List sources of data (e.g., availability studies by professional organizations):

American Sociological Association: "Roster of 1973-74 Ph.D. 's in sociology available for positions starting fall 1974. "

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

Figures were obtained from the roster mentioned in the above and in 3b, limited to the universities belonging to the Association of Graduate Schools. This limitation makes the statistics fit our recruiting policy more precisely.

- d. Evaluate the accuracy and/or completeness of the data you have used:

The data are highly accurate and complete for the purpose of recruitment to the assistant professor rank.

- e. Indicate particular problems encountered in trying to ascertain availability information:

(See answer to 3d above.)

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor	1					1
Assistant Professor			1			1
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		1			2

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1		1		1	3
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2		1		1	4

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor	1					1
Assistant Professor	1		2		1	4
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	3		2		1	6

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78						
Dept: Sociology		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages	
White	M			1	1																			1		3	61.4	
	F										1						1									1	25.9	
Black	M					1					1															2	1.6	
	F																										3.2	
Other	M																										6.3	
	F																										1.6	
Total	M			1	1	1											1							1		5		
	F										1															1		
Total				1	1	1					2													1		6		

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor	1						1	
Assistant Professor	1	1	2				3	1
Instructor			1				1	
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	2	1	3				5	1

WORK FORCE PROFILE AND HIRING PROJECTIONS

Department Residential College

at completing form Warren Ashby

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

Dept: Sociology	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	3	1	1				4	1
Associate Professor	7						7	
Assistant Professor	1	2	1				2	2
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	12	3	2				14	3
AVAILABILITY PERCENTAGE	61.4	25.9	1.6	3.2	6.3	1.6	69.3	30.7
FACULTY PERCENTAGE 1977-78	70.6	17.6	11.8					

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Residential CollegeIndividual completing form Warren Ashby

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Residential College represents a cross section of disciplines. The requirements for hiring would be the same as those for any liberal arts discipline.

TABLE I

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School	Total	WHITE		BLACK		OTHER MINORITIES		
<u>. Residential College</u>	Male	(%)	Female	(%)	Male	(%)	Female	(%)
Professor	1	1	100.0					
Associate Prof.								
Assistant Prof.								
Instructor	2				2	100.0		
Lecturer								
SUBTOTAL	3	1	33.3		2	66.6		
FACULTY %								

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

Professor	1	1	100.0					
Associate Prof.								
Assistant Prof.								
Instructor	1				1	100.0		
Lecturer								
SUBTOTAL	2	1	50.0		1	50.0		
FACULTY %								

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1977-78

School/Department School of Business and Economics

Individual completing form D. H. Shelton

PART I - Available Pool of Prospective Faculty Members

TABLE VII

PROJECTED FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable Promotions of Present Staff

Dept: Residential College	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor								
Associate Professor								
Assistant Professor								
Instructor				1*				1
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	1			1				
AVAILABILITY PERCENTAGE								
FACULTY PERCENTAGE 1977-78	50.0			50.0				

* We have dropped one full time position, leaving a total of two in the college.

The computation of pools by rank. 20% of all Professors and Associate Professors are assumed to be available for administrative appointments and qualified for such appointments. To avoid double counting, this group was removed from the total figures, the latter, because of this, add up to a smaller set of sums than the simple sum of the figures given previously.

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department School of Business and EconomicsIndividual completing form D. H. SheltonPART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Lecturer or Instructor - master's degree in appropriate field and advanced graduate study or substantial relevant non-academic experience, probable teaching competence.

Assistant Professor - doctoral degree in appropriate field and promise of excellence in instruction and research.

Associate Professor - doctoral degree in appropriate field, three or more years of relevant experience, demonstrated competence in instruction and significant record of completed research.

Professor - same as for Associate Professor except that greater maturity and more substantial record of accomplishment is required.

Dean/Department Head - same as for Professor with evidence of administrative ability.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Dean/Dept. Head		Professor		Assoc. Prof.		Asst. Prof. Lecturer Instructor		All Ranks Combined*	
	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	3,055	85.3	4,378	85.3	4,627	85.3	7,855	85.3	18,113	85.3
White Female	377	10.5	541	10.5	572	10.5	971	10.5	2,239	10.5
Black Male	38	1.1	55	1.1	58	1.1	99	1.1	228	1.1
Black Female	5	.1	7	.1	7	.1	12	.1	28	.1
Other Male	95	2.7	137	2.7	145	2.7	246	2.7	567	2.7
Other Female	12	.3	17	.3	18	.3	30	.3	70	.3
TOTAL	3,582	100%	5,135	100%	5,427	100%	9,213	100%	21,245	100%

*In the computation of pools by rank, 20% of all Professors and Associate Professors were assumed to be available for administrative appointments and qualified for such appointments. To avoid double counting, this group was removed from the total figures; the latter, because of this, add up to a smaller set of sums than the simple totals of the figures given previously.

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e. g., availability studies by professional organizations:

Basis of estimates for numbers on faculty members by rank came from the American Assembly of Collegiate Schools of Business. These were adjusted to allow for (1) schools of business which are not members of this organization, (2) economics faculty members at institutions where the Department of Economics is outside the business school, and (3) business and distributive education faculty members at institutions where these fields are in organizational units other than the business school. Supplementary data sources were Council for University Women's Progress, University of Minnesota, Earned Degrees Conferred and Albert J. Borelli, "Blacks and Graduate Business Schools: Statistics and Comment," Bulletin of the A. A. C. S. B., October, 1971 (VIII:1).

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The basic estimates of faculty numbers were taken from American Assembly of Collegiate Schools of Business Statistical Service, Part I Salary Survey, Assembly Schools, 1972-73. These figures covered 317 institutions for faculty members and 279 for administrative personnel. The A. A. C. S. B. schools include the larger ones but not all institutions and, in particular, do not include all faculty members in economics or business and distributive education. A. A. C. S. B. statistics were considered "basic" estimates and were increased by 33 1/3% to allow for non-member schools, by 15% to allow for economics outside business schools and by 8% to allow for business and distributive education outside business schools. The administrative estimate includes persons serving as deans, associate deans or department heads plus 20% of associate and full professors. Allowance was made at the lower ranks for newly-graduating doctoral students.

- c. Evaluate the accuracy and/or completeness of the data you have used:

They are neither accurate nor complete and involve a number of tenuous estimates and arbitrary assumptions (i. e., that the percentages of blacks, women and "other" minority group members are constant for all academic ranks). Nonetheless, even a most substantial degree of error in the estimates would not alter in any crucial way the conclusions to be drawn from them.

- d. Indicate particular problems encountered in trying to ascertain availability information:

There are two fundamental problems (1) accurate counts of the persons

possessing the education, teaching competence and research competence, classified by academic rank, sex and minority group membership do not exist and (2) such statistics, even if available, would reveal little about the actual probability of being able to employ the individuals involved.

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

We do not exclude any class of institutions or geographic area in seeking to recruit faculty members, and the estimates already given have sought to limit the pool to persons possessing the basic characteristics desired. Certain limitations must, however, be recognized: (1) the cost of recruiting over great distances is high, and this forces us to concentrate our efforts on roughly the area east of the Mississippi; (2) salaries, teaching loads, physical facilities and the range of programs offered here limit our attractiveness to many faculty members and administrators currently employed elsewhere; (3) immobilities related to retirement systems and attachments to particular locations have a particular impact on recruitment at the higher ranks and among older age groups. *

b. Complete the following chart for each of the pools defined above:

	Dean/Dept. Head		Professor		Assoc. Prof.		Asst. Prof. Lecturer Instructor		All Ranks Combined*	
	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	764	85.7	1,095	85.7	1,542	85.7	3,927	85.7	6,878	85.7
White Female	94	10.5	135	10.6	191	10.6	486	10.6	850	10.6
Black Male	17	1.9	25	2.0	35	1.9	87	1.9	155	1.9
Black Female	2	.2	3	.2	4	.2	11	.2	19	.2
Other Male	12	1.3	18	1.4	24	1.3	61	1.3	109	1.4
Other Female	2	.2	2	.2	3	.2	8	.2	13	.2
TOTAL	891	100%	1,278	100%	1,799	100%	4,580	100%	8,024	100%

*Geographic considerations are of particular significance in our efforts to recruit members of "other" minority groups; few individuals belonging to these groups are found in North Carolina or nearby states. The pool of available candidates is adjusted to take account of this. Conversely, the percentage of black men and women is higher in North Carolina and nearby states than in most other parts of the nation, and an upward adjustment of the pool to take account of this has been made.

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

The only additional restrictions placed on these figures (beyond those incorporated in Item 1 allow for (1) the fact that we cannot compete effectively with institutions paying higher salaries, offering better working conditions and making available opportunities for teaching in doctoral programs for all qualified candidates for positions; (2) the probability that persons already in senior positions elsewhere are more difficult to attract than are junior persons; and (3) the fact that black persons are more numerous and members of other minority groups fewer in our geographic area.

- b. List sources of data (e.g., availability studies by professional organizations):

No additional sources of data except general population statistics were utilized.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

The pools defined in Item 1 were adjusted by the following factors to take account of the circumstances outlined above: (1) the Dean/Department Head pool was reduced by 75%; (2) the Professor pool was reduced by 75%; (3) the Associate Professor pool was reduced by 67 2/3%; (4) the Assistant Professor/Lecturer/Instructor pool was reduced by 50%. After these adjustments had been made, the figures for black men and black women were increased by 75%, and the figures for other men and other women were reduced by 50%.

- d. Evaluate the accuracy and/or completeness of the data you have used:

They are not accurate and could not be, irrespective of the adequacy of the statistical data available. This set of estimates involves an attempt to judge the mobility of persons already employed elsewhere and an evaluation of the competitive position of this university vis-a-vis others throughout the nation. There are no objective measures of these factors available to us.

- e. Indicate particular problems encountered in trying to ascertain availability information:

See d. above.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head	1	1	1			3
Professor				1		1
Associate Professor						
Assistant Professor						
Instructor			1			1
Lecturer		2				2
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	3	2	1		7

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head					1	1
Professor						
Associate Professor		2	1			3
Assistant Professor						
Instructor						
Lecturer		3	4	4	4	15
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		5	5	4	5	19

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head	1	1	1		1	4
Professor				1		1
Associate Professor		2	1			3
Assistant Professor						
Instructor			1			1
Lecturer		5	4	4	4	17
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	8	7	5	5	26

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

School: Business/Economics		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
		Dean/Head *	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M	1						1	2			4		1					2		1				1	15	85.7
	F						1				1	1			1				1						1	7	10.6
Black	M											1							1						1	3	1.9
	F																										0.2
Other	M																								1	1	1.4
	F																										0.2
Total	M	1						1	2			4		1					3		1				3	19	89.0
	F										1	1	1		1				1						1	7	11.0
Total		1						1	2			5		1	1				4		1				4	26	100.

* One or more department chairmanships may be filled internally rather than from external recruitment.

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

School: Business/Economics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	4						4	
Professor		1						1
Associate Professor	2	1					2	1
Assistant Professor								
Instructor		1						1
Lecturer	9	4	3		1		13	4
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	15	7	3		1		19	7

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department School of Education

Individual completing form Robert M. O'Kane

TABLE VII - Available Pool of Prospective Faculty Members

TABLE VII

PROJECTED FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

School: Business/Economics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	5						5	
Professor	5	1					5	1
Associate Professor	10	1					10	1
Assistant Professor	16	5	2				18	5
Instructor		1						1
Lecturer	5	1	1		1		7	1
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	41	9	3		1		45	9
AVAILABILITY PERCENTAGE	85.7	10.6	1.0	0.2	1.4	0.2	89.0	11.0
FACULTY PERCENTAGE 1977-78	75.9	16.7	5.6		1.9		83.3	16.7

Individual completing form Robert M. O'Kane

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department School of Education

Individual completing form Robert M. O'Kane

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

See Addendum I.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

I shall assume that all but about 10% of this faculty will be recruited with a doctor's degree requirement. Such exceptions will exist in fields like library education and media, for example.

	Number	Percent
White Male	19,900	84.0
White Female	3,507	15.0
Black Male	80	.4
Black Female	14	.4
Other Male	20	.1
Other Female	4	.1
TOTAL	23,525	100%

Cumulative number of doctor's degrees in Education 1959-60 to 1970-71.
 See Tables IV and V in addenda.

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

See Addendum II.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

See Addendum III.

- c. Evaluate the accuracy and/or completeness of the data you have used:

See Addendum III.

- d. Indicate particular problems encountered in trying to ascertain availability information:

See Addendum III.

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

See 4. a.
We consider the entire United States as a general pool when seeking applicants. We receive requests for consideration for positions from all parts of the United States. Our present faculty represent, geographically, every major area of the United States - New England, Middle Atlantic, Southeast, Southwest, Midwest and Farwest.

b. List sources of data (e. g., availability studies by professional organizations):

See 4. a.
b. Complete the following chart for each of the pools defined above:

See 4. a.

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		

Teaching Assistant - This category normally includes staff with professional functions normally include supervision of student teaching. Generally minimum one or more specific disciplines or subject areas and complementary professional experience. See 4. a. least several years of experience in school settings preferably as a teacher and/or supervisor/curriculum specialist.

5. Explain how you arrived at the figures in the chart on page three.

- a. Why is it necessary to define your candidate pool in this more restricted way? (You may need to refer to Item 1 on page one in your reply.)

See 4. a.

- b. List sources of data (e.g., availability studies by professional organizations):

See 4. a.

Instructor - This category is the first level of recognized full-time appointment as a faculty member and carries responsibilities, at appropriate levels of sophistication for teaching, research and service.

- c. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

See 4. a.

Personnel employed at this rank generally fall under two sub-categories:

1. Special fields, such as "instructional media" or a specific functional area of a larger field, such as "reading."

- d. Evaluate the accuracy and/or completeness of the data you have used:

See 4. a.

Instructors usually carry full teaching assignments. All appointments are, by University policy, made annually and, of this date, are not tenured positions.

Assistant Professor - This category, with few exceptions, requires a doctorate

- e. Indicate particular problems encountered in trying to ascertain availability information:

See 4. a.

Part I, 1.

Teaching Assistant - This category normally includes staff with professional responsibilities in specialized functions, usually employed on ad hoc bases; functions normally include supervision of student teaching. Generally minimum requirements include Master's Degree, preferably in an area of education closely associated with the functional responsibility - i. e., a background in one or more specific disciplines or subject areas and complementary professional area; at least several years of experience in school settings preferably as a teacher and/or supervisor/curriculum specialist.

It is expected that each teaching assistant have credentials showing currency of graduate studies and knowledges and skills and/or experience. Such personnel are required to be able to work closely with students and regular faculty; to be able to motivate, diagnose and assess field experiences of students.

All such appointments are ad hoc and are subject to periodic review and do not extend, normally, beyond an academic year.

Instructor - This category is the first level of recognized full-time appointment as a faculty member and carries responsibilities, at appropriate levels of sophistication for teaching, research and service.

A Master's Degree in specified fields is a minimum academic requirement but emphasis is placed on academic work beyond the Master's Degree. Prior professional experience is desirable and usually required.

Personnel employed at this rank generally fall under two sub-categories:

1. Special fields, such as "instructional media" or a specific functional area of a larger field, such as "reading."
 2. Those who are in the process of completing post-master's work, probably the doctorate, and are employed for one to several years as teaching faculty pending completion of advanced work. A reasonable time element is normally not more than three or four years for such personnel.
- Instructors usually carry full teaching assignments. All appointments are, by University policy, made annually and, of this date, are not tenured positions.

Assistant Professor - This category, with few exceptions, requires a doctorate in a specified field or area of a broader field. Experience, per se, is not a rigid requirement but preference is given to personnel with prior experience in work, research and those areas for which the School of Education has basic responsibilities as described in its programs and curricula.

Exceptions to the requirement for a doctorate include such fields as Library Education where the scarcity factor is prominent. Faculty at this level are not generally expected to have been able to develop other than basic, minimal accomplishments in writing, research or teaching - though such evidences are sought - but they are expected to be seriously concerned in developing such knowledges, skills and achievements.

The general expectation is that assistant professors demonstrate in their first appointments (three-year) positive evidences of being competent in teaching, and some combination of writing, research and service and that each show definite evidences of being promotable to higher ranks and evidences of being capable of assuming greater responsibilities. These positions are possible of tenure. Such people are sought from two general sources in most cases; from recent graduates of institutions which prepare people in the special areas sought; or from other institutions or agencies which, at the time of the search, employ such personnel.

Associate Professor - This category, as far as initial searches are concerned, requires that a person have the doctorate in a specialized field or area of a field.

Prior experience is much more of a requirement, and expectation, at this rank. Normally, associate professors who come with that rank have accumulated at least several years of experience in teaching/research at either the assistant professor rank or associate professor rank.

Generally, the criteria for employment are more demanding for associate than for assistant. Associate professors are chosen for particular knowledges and skills in keeping with program and curricula needs of the professional school. The general expectation is that associate professors have already demonstrated significant evidences of accomplishments in their fields or areas and show significant evidences of continuing to make positive contributions and are clearly promotable to full professorship. It is at this rank that strong leadership abilities are sought and stressed. These positions are possible of tenure.

Full Professor - Personnel in this category are required to have the doctorate in a specialized field, or area of a larger field.

Such personnel should have already significantly distinguished themselves in their fields, or areas by reason of teaching, research, publications, and service or some appropriate combination of such.

At the level of full professor the tasks, responsibilities and functions tend to become more conceptual than technical, requiring people with broad perspectives who are probably more "specialized generalists" than they are "specialized specialists." There are, of course, some exceptions to this pattern but a full professorship requires a person to possess wisdom as well as knowledge, maturity without senility, tolerance as well as high standards, currency as well as a grasp of history.

Sources checked:

Addendum II

U. S. Bureau of Census, "Educational Attainment."

March 1969. Washington, D. C.

_____, U. S. Citizens Advisory Council on the Status of Women, "Women." Washington, D. C. 1973.

_____, "Women in 1971." Washington, D. C. 1972.

U. S. Dept. of H.E.W., "Availability Data: Minorities and Women."
Washington, D. C. 1973.

_____, "Earned Degrees Conferred 1970-71."
Washington, D. C., 1973.

_____, "Racial and Ethnic Enrolment Data from Institute of Higher Education, Fall 1970." Washington, D. C. 1972.

U. S. Dept. of Labor, "Directory of Minority College Graduates 1971-72."
Washington, D. C. 1972.

U. S. Office of Education, "Career Education: Implications for Minorities, Proceedings of National Conference." Washington, D. C. 1973.

Ford Foundation, "A Survey of Black American Doctorates."
Ford Foundation, N. Y. 1969

Carnegie Commission on Higher Education, "Opportunities for Women in Higher Education." September 1973.

_____, "College Graduates and Jobs."
April 1973.

Jencks, C., and D. Reisman: The Academic Revolution. Doubleday & Co., Inc., Garden City, N. Y. 1968.

The Annual Guides to Graduate Study, Book VI, "Education, Human Development, Nursing." Peterson's Guides, Inc. 1972.

PART I, 3. b, c, d

3. b. I used gross statistics showing total numbers of master's degrees and doctor's degrees earned in education on a cumulative basis 1959-60 to 1970-71.

I then found statistics for the specific year 1970-71 and used such as the most precise and current information (representative) with respect to minorities holding those degrees in the United States.

We seldom employ personnel with master's degrees so our reference to such is obviously relatively insignificant.

- c. I am troubled by the lack of accuracy from two standpoints: (1) the paucity of centralized data and the complex and confusing way such is reported by disparate agencies and, (2) my inability to fathom a reasonable and honest way to extract meaningful results. I question, seriously, the completeness and/or accuracy of these findings although I believe I gave sufficient time to the issue.
- d. As above. To request large numbers of separate schools or departments to engage in this kind of endeavor without a centralized data-gathering agency and, working in an absence of objectives (HEW) and an air of inconclusiveness as to how all of this is to be used all add up to frustration and poor use of many people's time and energy. I fully support the concept of equal opportunity. This HEW inspired mass examination of faulty - or non-existent data - is difficult to describe except as being inefficient.

My earlier knowledges, gleaned from general observations, inquiries, reading and experiences in recruiting had already confirmed the general impressions one can glean from these inadequate statistics - namely that there are more males than females with professional degrees in most fields; that females tend to be oriented toward such programs as early learning and elementary; are not found in large numbers in administration; that non-whites are terribly poorly represented in all professional fields and are in a very disadvantageous posture in terms of advanced degree status.

If we are to be serious about this whole matter we should spend more time, deliberately, working to improve educational opportunities for non-whites, thereby opening up the options now largely closed because of credentialling.

I am, personally, very frustrated by this entire exercise because I felt a strong inadequacy in trying to cope with so many unknowns with the objective (I guess) of being quite precise.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Total

WHITE

BLACK

OTHER MINORITIES

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Assistant Dean Professor		1 1				1 1
Associate Professor	1			1		2
Assistant Professor	2					2
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	4	3		1	1	8

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor	1					1
Associate Professor						
Assistant Professor			2	2	1	5
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1		2	2	1	6

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Assistant Dean Professor	1	1 1				1 2
Associate Professor	1			1		2
Assistant Professor	2		2	2	1	7
Instructor	1					1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	5	3	2	3	1	14

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Total Availability Percentages
School of Education		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M		1			1											1									5	84.0
	F			1	2																		1			4	15.0
Black	M																1									1	.4
	F															1	1									2	.4
Other	M																										.1
	F																										.1
Total	M		1			1											2									6	84.5
	F			1	2												1	1					1			6	15.5
Total			1	1	2	1							1*				1	2						1		14	100.
																											**

* Assistant Dean

**Reflects Assistant Deanship and Deanship

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

School: Education	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor	2						2	
Associate Professor		1		1				2
Assistant Professor	2	3	1	1			3	4
Instructor	1							
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Total	5	4	1	2			6	6***

**plus Dean/Assistant Dean, Total: 14

CITY WORK FORCE PROFILE AND STAFF PROJECTIONS 1973-78

Department School of Education, Physical Education & Recreation

Personnel Completing Form Ethel Martin, Director, Dean

Available Pool of Prospective Faculty Members

TABLE VII

PROJECTED FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable Promotions of Present Staff

School of Education	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head ?								1
Professor	11	4			1		12	4
Associate Professor	9	7					9	7
Assistant Professor	2	4	1	2			3	6
Instructor		1						1
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Assistant Dean (1)								1
Total	22	16	1	2	1		24	18
AVAILABILITY PERCENTAGE	84.0	15.0	.4	.4	.1	.1	84.5	15.5
FACULTY PERCENTAGE 1977-78	52.4	38.1	2.4	4.7	2.4		57.2	42.8

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department School of Health, Physical Education & Recreation
 Individual completing form Ethel Martus Lawther, Dean

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank:

Instructor - Masters Degree, possible experience; competency in specific area of need.

Assistant Professor - Doctor's Degree, preferable experience evidencing clearly an interest in and motivation to guide and conduct research activities in specific area of need.

Associate Professor - Doctor's Degree; experience in teaching; publications; competency in specific area of need.

Professor - All requirements listed for Assistant and Associate Professor, but to a much greater degree.

NOTE: Requirement for ALL ranks - evidence of interest in assuming leadership role in specific area of competency at state, regional or national levels; and interest in working closely with community groups; abundant evidence of effective teaching.

2. How many people in the United States meet the requirements in #1?
 (Complete the chart below for each type of appointment described above.)

The statistics recorded below are the only figures that were found:

	Masters Degree		Doctoral Degree	
	Number	Percent	Number	Percent
Male	6,225	66.5	7,143	67.2
Female	3,134	33.4	3,477	32.7
TOTAL	9,359	99.9%	10,620	99.9%

Publications listed on bibliographies were checked carefully. Only data found is listed in chart on page 1.

AAHPER Executive Secretary (Dr. Carl Troester), Washington, D. C., was contacted to secure any data that might be available through this organization. Dr. Troester made an extensive search and finally resorted to a personal conversation with the HEW Office, Washington, D. C. During this conversation it was concluded that all evidence pointed to the fact that no study of this type has ever been made.

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e. g., availability studies by professional organizations:

"Higher Education Earned Degrees Conferred 1969-70", "Summary Data" (HE 5.254:54013-70).

HEW: Earned Degrees Conferred: Bachelor's and Higher Degrees. Doctorals 1960-69.

U. S. Office of Education - Government Printing Office: Digest of Educational Statistics. 1972. Master's and Doctoral degrees conferred 70-71.

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

- c. Evaluate the accuracy and/or completeness of the data you have used:

Data compiled from governmental publications which were very incomplete. No data available by racial breakdown.

- d. Indicate particular problems encountered in trying to ascertain availability information:

Publications listed on bibliographies were checked carefully. Only data found is listed in chart on page 1.

AAHPER Executive Secretary (Dr. Carl Troester), Washington, D. C., was contacted to secure any data that might be available through this organization. Dr. Troester made an extensive search and finally resorted to a personal conversation with the HEW Office, Washington, D. C. During this conversation it was concluded that all evidence pointed to the fact that no study of this type has ever been made.

TABLE I

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

Department/School

Health, Phys.Ed., & Rec.	Total Male	WHITE		BLACK		OTHER MINORITIES	
		(%)	(%)	(%)	(%)	(%)	(%)
Dean	1		1	100.0			
Professor	6		6	100.0			
Associate Prof.	5	1	20.0	3	60.0	1	20.0
Assistant Prof.	8	1	12.5	7	87.5		
Instructor	8	2	25.0	6	75.0		
Lecturer	1	1	100.0				
SUBTOTAL	29	5	17.2	23	79.3	1	3.4
FACULTY %							

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

Dean	1		1	100.0				
Professor	6		6	100.0				
Associate Prof.	5	1	20.0	3	60.0	1	20.0	
Assistant Prof.	8	2	25.0	6	75.0			
Instructor	11	4	36.3	7	63.6			
Lecturer	1	1	100.0					
Lab Assistant	1		1	100.0				
SUBTOTAL	33	8	24.2	24	72.7	1	3.0	
FACULTY %								

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor					1	1
Associate Professor	1				1	2
Assistant Professor	1		1			2
Instructor	3	2	2	1	1	9
Lecturer				1		1
Teaching Asst. (Faculty)						
Laboratory Assistant	1					1
TOTAL	6	3	3	2	3	17

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor			1	1		2
Assistant Professor		1	1		2	4
Instructor				1		1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	2	2	2	7

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head		1				1
Professor					1	1
Associate Professor	1		1	1	1	4
Assistant Professor	1	1	2		2	6
Instructor	3	2	2	2	1	10
Lecturer				1		1
Teaching Asst. (Faculty)						
Laboratory Assistant	1					1
TOTAL	6	4	5	4	5	24

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
School of HPER		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M			1	1	1						1							1			1	1	1		10	+ Dean
	F					2	1					1				1		1						1		10	
Black	M																									1	
	F											1											1			2	
Other	M																										
	F																										
Total	M			1	1	1						1	1						1	1		1	1	1		11	
	F					2	1				1	1	1			1		1					1	1		12	
Total				1	1	3	1				1	2				1		2	1			1	1	2	1	23	+ Dean

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

School of HPER	White		Black		Other		Total		
	M	F	M	F	M	F	M	F	
Dean/Head									+ Dean
Professor	1						1	0	
Associate Professor	2	2					2	2	
Assistant Professor	3	2		1			3	3	
Instructor	3	5	1	1			4	6	
Lecturer	1						1	0	
Teaching Assistant (Faculty)									
Laboratory Assistant		1					0	1	
Total	10	10	1	2			11	12	+ Dean

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

School of HPER	White		Black		Other		Total		
	M	F	M	F	M	F	M	F	
Dean/Head									+ Dean
Professor	2	6		1			2	7	
Associate Professor	3	4					3	4	
Assistant Professor	3	2		1			3	3	
Instructor	4	6	1	1			5	7	
Lecturer	1						1		
Teaching Assistant (Faculty)									
Laboratory Assistant		1						1	
Total	13	19	1	3			14	22	+ Dean
AVAILABILITY PERCENTAGE									
FACULTY PERCENTAGE 1977-78	35.1	51.3	2.7	8.1			37.8	59.5	

Health Nutrition. Registered Dietitian (approved by ADA). Minimum of three years experience as teaching, therapeutic or administrative dietitian; or teaching in an institution of higher learning. Evidence of interest in engaging in research.

Assistant Professor - Child Development: Ph.D. in Home Economics with specialization in Child Development and statistics as a cognate field. A minimum of three years teaching experience. Evidence of active pursuit in scholarly research and capability to qualify for graduate faculty status.

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department School of Home Economics
Individual completing form Naomi Albanese

PART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Assistant Professor: Ph.D. in Home Economics with specialization in subject-matter areas within the discipline in which vacancy occurs. Evidence of interest in pursuing scholarly research. Evidence of capability to qualify for graduate faculty status.

Associate Professor: Ph.D. in Home Economics with specialization in subject-matter areas within the discipline in which vacancy occurs. Three years of University experience. Demonstrated successful university graduate level teaching experience. Evidence of interest in pursuing scholarly research. Demonstrated ability to work effectively with people.

Professor: Ph.D. in Home Economics, plus five years of university experience. Demonstrated successful university graduate level teaching experience. Experience in planning, directing and reporting multi-disciplinary research involving grants from outside the university. Experience in working with people in the community. Demonstrated ability with people.

1973-74 (One vacancy - Instructor - Food Service Management, and one new position - Assistant Professor - Child Development)

Instructor - Food Service Management: B.S. in Home Economics. M.S. in Home Economics with specialization in dietetics/or M.S. in Public Health Nutrition. Registered Dietitian (approved by ADA). Minimum of three years experience as teaching, therapeutic or administrative dietitian; or teaching in an institution of higher learning. Evidence of interest in engaging in research.

Assistant Professor - Child Development: Ph.D. in Home Economics with specialization in Child Development and statistics as a cognate field. A minimum of three years teaching experience. Evidence of active pursuit in scholarly research and capability to qualify for graduate faculty status.

2. How many people in the United States meet the requirements in #1?
 (Complete the chart below for each type of appointment described above.)

	No.**	%**	Instructor*		Asst. Prof.*	
			No.	%	No.	%
White Male	22	18.0	2	6.0	10	40.0
White Female	76	62.0	28	88.0	12	48.0
Black Male ¹	1	1.0			1	4.0
Black Female ²	17	14.0	2	6.0	2	8.0
Other Male						
Other Female	7	5.0				
TOTAL	123	100%	32	100%	25	100%

¹First Ph.D. conferred in 1971 at UNC-G.

²First Ph.D. conferred in 1955 at Kansas State.

*Represents separate estimated availability pools for the two positions expected to be filled in 1974-75.

**Based on Ph.D. degrees in Home Economics awarded over seven year period, 1965-72.

Indicate particular problems encountered in trying to ascertain availability information:

Lack of information on black graduates. (Previous applications prohibited race identification, therefore, data were not available.) No data breakdown as to degree specialization for male graduates.

We ordinarily draw your faculty members from a smaller pool of graduates from the whole United States population in the past year.

Define that pool for each level and type of appointment you are currently making.

Only two institutions in the Southeast offer Ph.D. in Home Economics (UNC-G and Florida State University). Hence, graduates must be sought throughout the United States. Information requested, therefore, is not applicable.

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Directory of Minority College Graduates 1971-72, U.S. Dept. of Labor, Manpower Administration.
2. Home Economics Degrees and Enrollment Data for September 1, 1971 - August 31, 1972, Member, Institutions of National Association of State Universities and Land-Grant Colleges.
3. Ford Foundation Survey of Blacks with Earned Doctorates.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Used data from NASULGC Survey for 1965-72

c. Evaluate the accuracy and/or completeness of the data you have used:

101 institutions were surveyed. Survey gives enrollment and degree data for all subject-matter areas in the field, for bachelor's, master's and doctoral (Ph. D. and D. Ed.) degrees.

d. Indicate particular problems encountered in trying to ascertain availability information:

Lack of information on black graduates. (Previous applications prohibited race identification, therefore, data were not available.) No data breakdown as to degree specialization for male graduates.

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

Only two institutions in the Southeast offer Ph. D. in Home Economics (UNC-G and Florida State University), hence, candidates must be sought throughout the United States. Information requested, therefore, is not applicable.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

[illegible]

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor			1	1	1	3
Associate Professor		1				1
Assistant Professor						
Instructor	1			1	1	3
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	1	1	1	2	2	7

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1				1
Associate Professor			1	1	1	3
Assistant Professor	1	2	1	1		5
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant			1			1
TOTAL	1	3	3	2	1	10

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1	1	1	1	4
Associate Professor		1	1	1	1	4
Assistant Professor	1	2	1	1		5
Instructor	1			1	1	3
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant			1			1
TOTAL	2	4	4	4	3	17

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

School: Home Economics		1973-74						1974-75						1975-76						1976-77						1977-78					
		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages				
White	M				1			1			1				1						1					7	18.				
	F				1				1	1				1		1		1							1	8	62.				
Black	M																										1.				
	F												1				1									2	14.				
Other	M																														
	F																										5.				
Total	M			1				1		1					1						1	1				7	19.				
	F				1				1	1			1		1	1	1							1	10	81.					
Total				1	1			1	1	2					1	1	1		1		1	1	1		1	17	100.				

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

School: Home Economics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor	3	1					3	1
Associate Professor	2	2					2	2
Assistant Professor	2	2		1			2	3
Instructor		3						3
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant				1				1
Total	7	8		2			7	10

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1977-78

School/Department School of Music

Individual completing form Lawrence Hart

PART I - Available Pool of Prospective Members

TABLE VII
PROJECTED FACULTY COMPLEMENT

State below the requirements, degrees, and achievement for

FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present StaffThe requirements in each sub-field (performance area, in applied music,
conducting, composition, theory, music education, music history-literature,

School: Home Economics	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head		1						1
Professor	4	6					4	6
Associate Professor	3	8					3	8
Assistant Professor	3	9		1			3	10
Instructor	4	8					4	8
Lecturer	1	1					1	1
Teaching Assistant (Faculty)				1				1
Laboratory Assistant								
Total	15	33		2			15	35
AVAILABILITY PERCENTAGE	18.	62.	1.	14.		5.	19.	81.
FACULTY PERCENTAGE 1977-78	30.	66.		4.			30.	70.

TOTAL

2,283

100%

5,693

100%

of the total of 2,283, 2,048 were employed during the 1973-74 academic year through-
out the United States; 235 received doctorates during the spring or summer of 1973.

of the total of 5,693, 3,799 were employed during the 1972-73 academic year through-
out the United States; the balance of 1,894 received master's degrees during the spring
or summer of 1973.

instructor in applied areas or music education (not including research specialists).

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department School of MusicIndividual completing form Lawrence HartPART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

The requirements in each sub-field (performance areas in applied music, conducting, composition, theory, music education, music history-literature, and research) are so specific that criteria within a given rank do not overlap in the usual manner. Attachment A, Criteria, which follows the chart on a separate page, describes the special application observed in adapting university patterns at various ranks.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Chart A ¹		Chart B ²	
	Doctor's Degree		Master's Degree*	
	Number	Percent	Number	Percent
White Male	1,430	62.7	3,181	56.2
White Female	668	29.3	1,989	34.8
Black Male	57	2.5	158	2.7
Black Female	30	1.3	137	2.4
Other Male	59	2.5	74	1.3
Other Female	39	1.7	154	2.6
TOTAL	2,283	100%	5,693	100%

¹ Of the total of 2,283, 2,048 were employed during the 1972-73 academic year throughout the United States; 235 received doctorates during the spring or summer of 1973.

² Of the total of 5,693, 3,799 were employed during the 1972-73 academic year throughout the United States; the balance of 1,894 received master's degrees during the spring or summer of 1973.

*Instructor in applied areas or music education (not including research specialists).

School/Department: Music
Individual completing form: Lawrence Hart

page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e. g. - availability studies by professional organizations:

- (1) Music in Higher Education 1972-73, published by National Association of Schools of Music, Suite 650, One Dupont Circle, Washington, D. C. 20036.

This publication, on page 36, records the number of persons employed by 355 member institutions of NASM during the 1972-73 academic year, categorized by highest degree held and by rank. The figures quoted include all faculty in these institutions except those employed by junior colleges, where educational requirements in music are not clearly defined.

- (2) 1973 NASM Survey Results, published by National Association of Schools of Music.

This pamphlet records the number of graduate students planning completion of master's and doctoral degrees in music at the close of the spring or summer terms, 1973. Percentages are provided for enrollments by race and sex; these percentages have been incorporated into the charts.

- (3) Directory of Music Faculties in Colleges and Universities, U. S. and Canada, 1972-74, published by the College Music Society, State University of New York, Binghamton, New York 13901.

This publication lists all full and part-time faculty members in music, including graduate assistants where these names are provided by participating institutions. In this report, the publication was used for purposes of reference only.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Chart A, based upon a specific pool of persons holding doctor's degrees in music, is used as the basis for later information in this report. Chart B, showing holders of master's degrees, is given for purposes of comparison. These figures were studied because appointments emphasizing applied music may be offered to persons whose highest degree is the master's. Since the percentages do not differ notably in these two charts, and because the number of appointments anticipated with master's degree only during the next five years is limited, no further reference will be made to Chart B.

School/Department: Music
Individual completing form: Lawrence Hart

page three

The figures given in Chart A refer on a general basis to appointments at all ranks and in all specializations. The report considers that the available pool includes all persons employed by, or expecting to receive the appropriate graduate degree from, qualified schools of music. All member institutions of the National Association of Schools of Music are considered qualified by virtue of their accreditation by NASM.

c. Evaluate the accuracy and/or completeness of the data you have used:

The figures which refer to persons employed is reasonably accurate, since they are drawn from annual reports of NASM member schools, 90% reporting. The number of persons expecting to receive graduate degrees at the close of the spring or summer terms, 1973, is less accurate for two reasons: (1) the pamphlet was prepared in the late spring of 1973, while the students' graduate study was in progress, and is therefore based upon projected completion of degree requirements; (2) only 62% of the eligible institutions reported (122 out of 195 schools approved for master's degrees in music, and 33 of the 53 schools approved for doctor's degrees).

The 1973 degree-completion figures include percentages by sex and race; these percentages would seem sufficiently accurate for the purposes intended. In the charts, the percentages are adopted directly as the bases for "total pool" figures (persons employed plus persons graduating). In this instance, of course, they are speculative; unfortunately, these are the only figures available.

d. Indicate particular problems encountered in trying to ascertain availability information:

The pamphlet from which graduate student information is recorded was prepared by NASM in response to requests from member institutions, as the only body of information which could be assembled within the 1972-73 academic year, when the information was required. Clearly this data is inadequate as a basis for planning, not only because it represents only 62% of the institutions eligible to report, but more particularly because the figures represent conditions only at the moment of preparation, spring 1973.

The National Association of Schools of Music calls attention to the inadequacy of existing data, for the reasons given above. Officers of the organization have indicated that new questionnaires are now under consideration which will provide the information needed for utilization studies, including a breakdown by race and sex for faculty as well as degree candidates, also a delineation by sub-fields in music.

School/Department: Music
Individual completing form: Lawrence Hart

page four A-1

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

- a. Define that pool for each level and type of appointment you customarily make:

The information printed in section 1 and 2 of this report actually identifies a somewhat limited pool, since the figures represent only those persons employed by or graduating from a member institution of NASM. Thus, the pool is nationwide, but limited to persons associated with accredited institutions.

5. Explain how you arrived at the information in #4.

It is not possible to chart availability in any format other than already offered. Only the vaguest kind of information is available for positions in which the doctorate is not mandatory, and in which performance ability is primary. As explained in Attachment A, Criteria, it is necessary to consider each appointment in terms of the specific requirements of the principal teaching assignment. Clearly, the various sub-fields are emphasized in varying degrees at different graduate schools. Ethnomusicology, for instance, is offered by only a very few of the institutions offering graduate degrees in music; applied music has traditionally been emphasized by some institutions, music education and music education research by others. Frequently study in applied music--in uncommon instruments for instance, such as oboe, bassoon, or perhaps guitar--is found to be inadequate if not totally absent in a given graduate school. The available pool thus remains unpredictable. Lacking availability guidelines, institutions requiring a particular specialist usually adopt a time-honored practice: notify all accredited institutions known to prepare graduate students in the sub-field, and examine all applications on merit. To the extent that NASM or other agencies identify the sub-fields in future reporting to member institutions, the circumstances regarding principal teaching and performance areas will be clarified and availability reports thereby improved.

The specialization factors maintain equally throughout the ranks: cf., the bassoonist must be a specialist on his instrument whether he is appointed as instructor or full professor. The consideration of rank deals with the quality of performance expertise and the degree of competence as a teacher, in combination with the expected academic and/or professional preparation.

The following serves as a guide for decisions regarding rank.

A. Instructor. Must hold the master's degree with concentration in the area of specialization to be assigned; doctor's degree expected if the principal assignment

School/Department: Music
Individual completing form: Lawrence Hart

Attachment A-1

Attachment A, Criteria

PRINCIPAL TEACHING ASSIGNMENT

The principal teaching, creative, performance, or research assignment for each faculty member is designed to make optimum use of the skills which the faculty member has developed through education and experience. The need for these skills, in light of student curricular requirements, serves as the basis and justification for each new or existing faculty position. Thus, each faculty member is employed as a specialist--bassoonist, violinist, opera conductor, composer, the ethnomusicologist, etc.--and the principal teaching assignment recognizes this specialization.

At the same time, in order that the students' musical requirements of a more general nature may also be met, consideration must likewise be given in the selection of faculty to the less restrictive, although still somewhat specialized, areas: music theory, music history and literature, music education. These sub-fields serve as a second teaching field for some faculty members (cf., the bassoonist who is also prepared to teach theory), and principal field for others. Both the restrictive specialization and the broader assignments must be considered in the justification for new positions and in the selection of faculty.

If the principal teaching assignment is in performance fields (applied music, conducting, or composition), preference is given to candidates who demonstrate superior achievement in their particular area, and who at the same time possess the needed strength in teaching ability. Persons to be assigned in music education are expected to present a record of successful teaching experience at the elementary and/or secondary level, or marked success in working with college students in music education.

APPOINTMENT AT VARIOUS RANKS

The specialization factors maintain equally throughout the ranks: cf., the bassoonist must be a specialist on his instrument whether he is appointed as instructor of full professor. The consideration of rank deals with the quality of performance experience and the degree of competence as a teacher, in combination with the expected academic and/or professional preparation.

The following serves as a guide for decisions regarding rank.

- A. Instructor. Must hold the master's degree with concentration in the area of specialization to be assigned; doctor's degree expected if the principal assignment

School/Department: Music
Individual completing form: Lawrence Hart

Attachment A-2

Attachment A, Criteria

is in music theory, music history-literature, or research. Must give evidence of satisfactory teaching experience in the appropriate sub-field; must demonstrate performance ability and experience at a level comparable to other faculty members in the department at this rank.

- B. Assistant professor. Three or more years satisfactory teaching experience at the college level in the appropriate sub-field. Doctorate required except where the principal assignment is in applied music. Outstanding achievement in the appropriate field may be considered in lieu of the doctorate if the accomplishments are recognized at least on a state or regional basis. In performance fields, a high degree of refinement and competence of the performance skill, along with professional recognition as an outstanding teacher and/or performer, will be considered. All other factors being equal, preference is given, even in the performance areas, to candidates who have completed the appropriate doctorate.
- C. Associate professor. Must compare favorably with music faculty at this rank as musician and teacher. Doctorate expected for assignment in any area unless the candidate demonstrates exceptional musical achievement which will bring special advantages to music students at the university. Must give evidence of ability to provide professional leadership and to execute administrative responsibilities which may be assigned.
- E. Professor. Requirements similar to associate professor, with the additional expectation of a substantial record of achievement as musician/teacher and as a leader in the sub-field, as well as in the general profession of music.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1	1	1		3
Associate Professor					1	1
Assistant Professor		1				1
Instructor	1					
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Research Assistant	1					1
TOTAL	2	2	1	1	1	7

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor		1	1	1		3
Assistant Professor			1	1	2	4
Instructor				1		1
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL		1	2	3	2	8

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1	1	1		3
Associate Professor		1	1	1	1	4
Assistant Professor		1	1	1	2	5
Instructor	1			1		2
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Research Assistant	1					1
TOTAL	2	3	3	4	3	15

TABLE V: PROJECTED HIRING GOALS
Enter the number of new faculty expected to be hired

		1973-74						1974-75					1975-76					1976-77					1977-78										
School: Music		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M				1			1	1						1	1					1	1									5	62.7	
	F				1					1														1						4	29.3		
Black	M										1						1					1								3	2.5		
	F										1							1					1						3	1.3			
Other	M																																
	F																																
Total	M				1			1	1			1			1	1	1					1								8	67.7		
	F				1					1	1							1					2						7	32.3			
Total					1	1		1	1	1				1	1	1	1	1				1	2						15	100.			

TABLE VI: PROJECTED HIRING GOALS 1973-78
Summarize the data in Table V

School: Music	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor	2	1					2	1
Associate Professor	2		2				4	
Assistant Professor		2	1	2			1	4
Instructor	1			1			1	1
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Research Associate		1						1
Total	5	4	3	3			8	7

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department School of NursingIndividual completing form Eloise R. Moore, Dean

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

School: Music	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head	1						1	
Professor	9	3					9	3
Associate Professor	8	1	2				10	1
Assistant Professor	10	3		3			10	6
Instructor	5	2		1			5	3
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Research Associate		1						1
Total	33	10	2	4			35	14
AVAILABILITY PERCENTAGE	62.7	29.3	2.5	1.3	2.5	1.7	67.7	32.3
FACULTY PERCENTAGE 1977-78	67.3	20.4	4.2	8.1			71.4	28.6

Black Male

Black Female

Other M & F

TOTAL

11,010

100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department School of NursingIndividual completing form Eloise R. Lewis, DeanPART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Instructor - Experience in nursing practice and master's degree in the area of specialization required as minimum.

Assistant Professor - Experience in nursing practice; master's degree in the area of specialization and teaching experience required as minimum; teaching experience in a baccalaureate program is preferable.

Associate Professor - Experience in nursing practice; master's degree in the area of specialization and teaching in a baccalaureate required as minimum. Doctoral preparation preferable.*

Professor - Minimum requirements same as above.

*The 448 faculty members with earned doctorates represent 2.1% of the total number of nurse-faculty members reported and function primarily in programs that offer the advanced degrees. This fact poses limitations on recruitment possibilities for those schools offering the baccalaureate degree. (1972 Nurse-Faculty Census, National League for Nursing)

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	120	1.1
White Female	10,445	94.9
Black Male	5	.0
Black Female	440	4.0
Other M & F		
TOTAL	11,010	100%

3. Explain how you arrived at the figures in the chart on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

Nurse-Faculty Census, 1972, National League for Nursing
International Directory of Nurses with Earned Doctorates, 1972
Facts About Nursing, 1970-71 (latest edition - new edition will be out
Feb. 1974)

Nursing Outlook, September 1973

Nursing Research, Fall and Winter 1973

- b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The data from the sources mentioned above were pooled and answers to the questions determined. The Deans of the following Schools of Nursing worked together to determine, from the available data, the pool of qualified applicants: UNC-G, UNC-C, UNC-CH, A & T State University and East Carolina University.

Figures being submitted are the same for each School.

- c. Evaluate the accuracy and/or completeness of the data you have used:

Most reliable and recent data available for the nursing profession.

- d. Indicate particular problems encountered in trying to ascertain availability information:

There are, of course, some limitations in the figures available. Ex: the data on number of nurses who have earned doctorates includes all nurses who have ever earned a doctorate in nursing or in some other academic area. The total number gives those who are retired, those who are inactive and others who are employed in health care agencies, government and settings other than educational institutions. The factors mentioned makes it extremely difficult to present accurate data.

- a. Define that pool for each level and type of appointment you customarily make:

Of the total of 20 full-time faculty members who meet the qualifications set forth on page one, 10 or 50% were recruited outside the Southern Region. Eight or 40% were recruited from the Southern Region - of this number, 3 were native North Carolinians who returned to North Carolina with their husbands.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

<u>Department/School</u>	<u>Total</u>	<u>WHITE</u>		<u>BLACK</u>		<u>OTHER MINORITIES</u>	
<u>Nursing</u>		<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>	<u>Male</u>	<u>(%)</u>
Dean	1			1	100.0		
Professor	1			1	100.0		
Associate Prof.	11			10	90.9	1	9.9
Assistant Prof.	3			3	100.0		
Instructor	1			1	100.0		
Lecturer	2			2	100.0		
Teaching Ass't.							
SUBTOTAL	19			18	94.7	1	5.2
FACULTY %							

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74

[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor						
Associate Professor						
Assistant Professor	1	1				2
Instructor						
Lecturer		1				1
Teaching Asst. (Faculty)		1				1
Laboratory Assistant						
TOTAL	1	3				4

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1	1		1	3
Associate Professor		2	1	1	1	5
Assistant Professor	2	3	1	1	1	8
Instructor	4					4
Lecturer						
Teaching Asst. (Faculty)	3					3
Laboratory Assistant						
TOTAL	9	6	3	2	3	23

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Dean/Head						
Professor		1	1		1	3
Associate Professor		2	1	1	1	5
Assistant Professor	3	4	1	1	1	10
Instructor	4					4
Lecturer		1				1
Teaching Asst. (Faculty)	3	1				4
Laboratory Assistant						
TOTAL	10	9	3	2	3	27

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74						1974-75					1975-76					1976-77					1977-78										
School: Nursing		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	Availability Percentages
White	M							1																							1	1.1	
	F			3	1	3			2	3		1			1	1						1	1				1	1			19	94.9	
Black	M																																
	F				3					1		1				1												1			7	4.0	
Other	M																																
	F																																
Total	M							1																							1		
	F			3	4	3			2	4		2			1	1	1					1	1				1	1	1		26		
Total				3	4	3		1	2	4		2			1	1	1					1	1				1	1	1		27	100.	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

School: Nursing	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor	1	2					1	2
Associate Professor		5						5
Assistant Professor		7		3				10
Instructor		1		3				4
Lecturer		1						1
Teaching Assistant (Faculty)		3		1				4
Laboratory Assistant								
Total	1	19		7			1	26

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

School/Department Jackson Library

Individual completing form James H. Thompson, Director

TABLE VII
PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Add Tables I and VI and Take Account of Probable
Promotions of Present Staff

School: Nursing	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head		1						1
Professor	1	2					1	2
Associate Professor		10						10
Assistant Professor		15		7				22
Instructor		1						1
Lecturer		1						1
Teaching Assistant (Faculty)		4						4
Laboratory Assistant								
Total	1	34		7			1	41
AVAILABILITY PERCENTAGE	1.1	94.9		4.0			1.1	98.9
FACULTY PERCENTAGE 1977-78	2.3	80.9		16.6			2.3	97.6

this country in 1972 were women, or 80%.

8. In 1960-1969, 38 of the 140 Ph.D.s in Library Science were conferred upon women.

9. In 1970, in the 35 accredited U.S. and Canadian professional library schools, there were 156 Blacks, 9 Mexican-Americans, 14 Cubans, 9 Puerto Ricans, and 98 Asians enrolled.

10. In 1972, there were 310 Black students enrolled in accredited professional library schools, 17 Mexican-Americans and 1 Puerto Rican.

11. If the 310 enrolled Black students attained the M.L.S. in Library Science in

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Jackson LibraryIndividual completing form James H. Thompson, DirectorPART I - Available Pool of Prospective Faculty Members

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

There is only one "academic rank" in the Library, that of professional librarian. The requirement for appointment to this position is a master's degree from a graduate school of library science accredited by the American Library Association. I recruit librarians with as much experience in university librarianship as I can find. The degree (and additional degrees if possible), the evidence of achievement or promise of achievement in university library service are the chief requirements for the position.

2. How many people in the United States meet the requirements in #1?

Numbers and percentages for race and sex are unavailable. Following are separate percentage breakdowns for combined race and sex.

Race	%		Sex	%
White	92.9		Male	20.0
Black	5.0		Female	80.0
Other	<u>2.1</u>			<u> </u>
TOTAL	100%		TOTAL	100%

- From 1967 to 1969, 78.4% or 2,997 persons holding the Master's degree in Library Science were women.
- 4,864 out of 6,079 graduates of accredited professional library schools in this country in 1972 were women, or 80%.
- In 1960-1969, 38 of the 140 Ph.D.s in Library Science were conferred upon women.
- In 1970, in the 35 accredited U.S. and Canadian professional library schools, there were 156 Blacks, 9 Mexican-Americans, 14 Cubans, 9 Puerto Ricans, and 98 Asians enrolled.
- In 1972, there were 310 Black students enrolled in accredited professional library schools, 17 Mexican-Americans and 1 Puerto Rican.
- If the 310 enrolled Black students attained the M.S. in Library Science in

1972, this figure would represent 5% of the 6,079 graduates reported in the Frarey-Learmont article.

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

"Minority L.S. Grads Still a Trickle," Library Journal (February 15, 1970), p. 616.

American Libraries (October 1972), p. 942.

Carlyle J. Frarey and Carol L. Learmont, "Placements and Salaries, 1972: We Hold Our Own," Library Journal (June 15, 1973), p. 1881.

"Availability Statistics Compiled by the Office of the Chancellor, University of Wisconsin."

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

I simply derived percentages from the statistical information in the studies cited above.

c. Evaluate the accuracy and/or completeness of the data you have used:

I believe the percentages cited reflect to a reasonable degree the availability of women, men, blacks, and other minorities in the field.

d. Indicate particular problems encountered in trying to ascertain availability information:

In my search, I was able to locate only statistics as to the number of women holders of the M.S. in Library Science from 1967 to 1969, the number of recent women graduates of accredited professional library schools, and the number of black and other racial minority group students enrolled in professional library schools. I was unable to find statistical breakdowns precisely as requested in Part I, no. 2 of this study.

A. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1972/73

B. WORK FORCE PROFILE BY RACE AND SEX - EPA FACULTY - 1973/74[illegible]

TABLE II
ESTIMATED NUMBER OF PRESENT POSITIONS
EXPECTED TO BECOME VACANT

	73-4	74-5	75-6	76-7	77-8	Total
Director of the Library	0	0	0	0	0	0
Professional Librarians	2	3	2	3	3	13
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2	3	2	3	3	13

TABLE III
ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-4	74-5	75-6	76-7	77-8	Total
Director of the Library	0	0	0	0	0	0
Professional Librarians				1		1
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL				1		1

TABLE IV
TOTAL POSITIONS TO BE FILLED
Add Table II and III

	73-4	74-5	75-6	76-7	77-8	Total
Director of the Library						
Professional Librarians	2	3	2	4	3	14
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						
Teaching Asst. (Faculty)						
Laboratory Assistant						
TOTAL	2	3	2	4	3	14

TABLE V: PROJECTED HIRING GOALS

Enter the number of new faculty expected to be hired

		1973-74					1974-75					1975-76					1976-77					1977-78					Availability Percentages
Jackson Library		Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Dean/Head	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Other	Total	
White	M												1						1						1	3	
	F					2						2							2						2	10	
Black	M																										
	F																		1							1	
Other	M																										
	F																										
Total	M											1							1						1	3	
	F					2						2							3						2	11	
Total						2						3							4						3	14	

TABLE VI: PROJECTED HIRING GOALS 1973-78

Summarize the data in Table V

Jackson Library	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Professional Librarians	3	10		1			3	11
Total	3	10		1			3	11

TABLE VII
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1977-78
 Add Tables I and VI and Take Account of Probable
 Promotions of Present Staff

Jackson Library	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Dean/Head								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Teaching Assistant (Faculty)								
Laboratory Assistant								
Director of the Library	1						1	
Professional Librarians	4	14	1	1			5	15
Total	5	14	1	1			6	15
AVAILABILITY PERCENTAGE *								
FACULTY PERCENTAGE 1977-78	23.9	66.7	4.7	4.7			28.6	71.4

*80% females, 20% males of all races.
 92.9% White, 5% Black, 2.1% other racial minorities

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Vice Chancellor for AdministrationIndividual completing form C. D. Houshelli

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Graduate or professional degree (preferably terminal), substantial academic and administrative experience, specific requirements desired by Chancellor.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

APPENDIX B

	Officials & Mgrs.	
	Number	Percent
EPA NON-FACULTY		
WORK FORCE PROFILE AND HIRING PROJECTIONS		
1973-78		
White Female	8,450	21.6
Black Male	1,100	2.8
Black Female	800	2.0
Other Male	250	0.6
Other Female	50	0.1
TOTAL	19,100	100%

EPA NON -

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Vice Chancellor for AdministrationIndividual completing form C. D. Hounshell

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Graduate or professional degree (preferably terminal), substantial academic and administrative experience, specific requirements desired by Chancellor.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

	Officials & Mgrs.	
	Number	Percent
White Male	28,450	72.8
White Female	8,450	21.6
Black Male	1,100	2.8
Black Female	800	2.0
Other Male	250	0.6
Other Female	50	0.1
TOTAL	39,100	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e. g., availability studies by professional organizations:

Census (1970)
(p. 13 UNC - Off. & Mgr., , not recruiting area)

- b. Evaluate the accuracy and/or completeness of the data you have used:

Note comparison with other data:

Women as a percentage of academic administrators in
4-year colleges and Universities, 1969-70:

Presidents	11%	Academic Deans	18%
Vice Presidents	4%	Asso. /Asst. Academic Deans	17%

(Reproduced in Carnegie Commn, Opportunities for Women in Higher Educ., p. 196)

Women as percentage Managers & Administrators, 1970: 16.6%

(Reproduced in Carnegie Commn, op cit., p. 172 from
Eco Report of President, 1973)

- c. Indicate particular problems encountered in trying to ascertain availability information:

Perhaps to an even greater extent than other senior administrative positions, it is virtually impossible to define an availability pool for a Vice Chancellor for Administration since the requirements for the position are so directly related to the particular requirements and needs envisaged by the Chancellor.

EPA NON-
FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Vice Chancellor - Graduate Studies
Individual completing form John W. Kennedy

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.
 - a. Vice Chancellor for Graduate Studies: The doctorate and rank of Full Professor. Several years of experience in graduate teaching, including experience with doctoral students. A record of scholarship in research and publication. Administrative experience at the level of the academic department. Extensive membership on university committees. Experience preferably at more than one university.
 - b. Assistant Vice Chancellor for Graduate Studies: The doctorate and rank of Full or Associate Professor. Several years of experience in graduate teaching. A record of scholarship in research and publication. Extensive membership on university committees. Some administrative experience.
2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

In terms of the qualifications that are essential for the above positions, it is not realistic to think of a pool of people in the United States from which candidates would be recruited. The educational and experiential requirements in combination, as stated above, are such that no known data are available to assist in identifying such a pool.

No new hirings are expected for these positions during the period covered by this report, and no new E.P.A. positions are anticipated for the same period.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Vice Chancellor for Student AffairsIndividual completing form James H. AllenPART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials - Vice Chancellor: Ph.D. preferred or equivalent formal academic training in a field related to student development; four to five years of experience in some phase of student affairs work with emphasis upon counseling skills.

Officials - Assistant Vice Chancellor: Master's degree in Student Personnel Administration, Higher Education or in Educational Administration or equivalent formal academic training; three to four years of experience in student affairs work for appointment as Assistant Vice Chancellor for Student Affairs.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials and Managers			
	Vice Chancellor		Asst. Vice Chancellor	
	Number	Percent	Number	Percent
White Male	1,491	89.0	13,832	64.8
White Female	110	6.6	5,379	25.2
Black Male	54	3.2	1,003	4.7
Black Female	10	.6	406	1.9
Other Male	10	.6	512	2.4
Other Female			213	1.0
TOTAL	1,675	100%	21,345	100%

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Digest of Educational Statistics, 1972 Edition, U.S. Department of Health, Education and Welfare, Publication No. (OE) 73-11103, U.S. Government Printing Office, 1973.
2. Myers, Edward M., and Arthur Sandeen: "Survey of Minority and Women Student Affairs Staff Members Employed in NASPA Member Institutions," NASPA Journal, Vol. II, No. 1, pp. 2-14, July, 1973.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

Vice Chancellor: The assumption was made that (1) each four-year college or university has an officer answering to a title similar to Chief Student Affairs Officer and (2) each of these officers would, at least theoretically, be eligible to fill that position on this campus. From the first source of data cited, it was determined that there are 95 public and 65 private universities as well as 345 public and 1,170 private "other four-year institutions" of higher learning in the United States, a total of 1,675. The availability pool is thus set at that number.

Data source Number 2 is a special report from the National Association of Student Personnel Administrators, Division of Research and Program Development, on a survey conducted among its 914 member institutions in the fall of 1972. After eliminating the all-male, all-female, and all-Black institutions, the report covers responses of 473 institutions, well over one-half of which were public "four-year plus" institutions with student bodies of 4,000 and above. Table V, page 11, of the report depicts the percentage breakdown by race and sex of the chief student affairs officers all of whom would presumably be eligible for appointment to this position in this institution. These percentages are shown in the chart under Number 2 on page one of this report. The assumption was made that these same percentages would apply to all those holding the positions of Chief Student Affairs Officer in the 1,675 four-year institutions of higher learning in the United States, thus establishing the availability pool by race and sex.

Assistant Vice Chancellor: The assumption was made that every individual who earned a Master of Arts degree in 1970-71 in

Higher Education, in Student Personnel Administration or Educational Administration is an available candidate for the position of Assistant Vice Chancellor for Student Affairs inasmuch as these persons would have the requisite experience in student affairs work when a candidate is sought. The basic data on the recipients of the requisite degrees by sex was obtained from the first source cited.

The data source Number 2 is a special report from the National Association of Student Personnel Administrators, Division of Research and Program Development on a survey conducted among its 914 member institutions in the fall of 1972. After eliminating the all-male, all-female and all-Black institutions, the report covers responses of 473 institutions, well over one-half of which were public "four-year plus" institutions with student bodies of 4,000 and above. Table V, page 10, of the report depicts the percentage breakdown by race and sex of 2,846 persons who are division or department heads, all of whom would presumably be eligible for appointment as Assistant Vice Chancellor for Student Affairs. From this chart, one may compute the percentages of each sex by race which has been done as indicated in the chart under Number 2 on page one of this report. The assumption was then made that these same percentages would apply to the degree recipients in 1970-71, thus establishing the availability pool.

c. Evaluate the accuracy and/or completeness of the data you have used:

Vice Chancellor: This data is soft data based as it is on an extrapolation of percentages from one set of data and applied to another. Data on the total number of persons by sex and race in the U.S. serving in the chief student affairs position or those whose academic degrees and experience would qualify them to serve in this position is unavailable from either HEW or NASPA.

Assistant Vice Chancellor: This data is soft data based as it is on an extrapolation of percentages from one set of data and applied to another. In the absence of more complete data, this pool was established by taking graduates for a single year who, by the time a candidate is sought, will have had the requisite experience. Data on the total number of persons by sex and race in the U.S. with these degrees or their equivalents is unavailable from either HEW or NASPA.

d. Indicate particular problems encountered in trying to ascertain availability information:

1. Lack of sufficient data applicable to specific professional categories.
2. Unavailability of data on racial and sexual categories due in part to past government policies prohibiting its collection.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Academic Computer Center

Individual completing form Joseph R. Denk

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Director (1): Ph. D. with expertise on computer in instruction; qualifications must include background in research design.

Assistant Director (2): Four year degree in mathematics, physical sciences, or social sciences with expertise in computer systems analysis.

Statistician-Consultant (3): Postgraduate work in statistics with expertise in research methodology and computer usage.

Programmer-Consultant (4): Four year degree in mathematics, physical sciences, or social sciences with expertise in computer programming and experienced with computer applications for undergraduate curricula.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Managers (1)				Administrative Personnel (2)			
	National		Regional		National		Regional	
	No.	%	No.	%	No.	%	No.	%
White Male	200	72.7	10	100.0	500	77.0	50	82.0
White Female	50	18.2			100	15.4	5	8.2
Black Male	25	9.1			50	7.6	5	8.2
Black Female							1	1.6
Other Male								
Other Female								
TOTAL	275	100%	10	100%	650	100%	61	100%

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e. g., availability studies by professional organizations:

	Professionals (3)				Professionals (4)			
	National		Regional		National		Regional	
	No.	%	No.	%	No.	%	No.	%
White Male	7,800	69.4	3,050	77.2	42,262	89.8	6,750	78.3
White Female	2,850	25.3	750	19.0	3,136	6.7	1,312	15.2
Black Male	50	.5	50	1.3	407	.9	269	3.1
Black Female	100	.9			202	.4	106	1.2
Other Male	250	2.2			944	2.0	175	2.0
Other Female	200	1.7	100	2.5	92	.2	12	.2
TOTAL	11,250	100%	3,950	100%	47,043	100%	8,624	100%

the charts on page one. If you based your figures on a representative sample, please explain below:

- (1) Pure guess from personal contacts.
- (2) Pure guess from personal contacts.
- (3) From 20 percent sample of 1970 Census - analysis of race, occupation, sex, and education.
- (4) Four year and above degrees tallied for teachers and non-teachers in seven disciplines. Each discipline multiplied by an estimator which represents preparer's estimate of how many would have computer proficiencies. These estimates were:

Discipline	Estimator
Economics	.15
Poll. Sci.	.05
Sociology	.05
Social Scis.	.05
Mathematics	.30
Physics	.25
Chemistry	.25

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e. g., availability studies by professional consulting organizations:

- (1) No data and none known. Estimates from contacts at four national meetings on computers in the undergraduate curricula and personal contacts throughout Southeast as a consultant.
- (2) No data and none known. Estimates from contacts at four national meetings referenced in (1) and from personal contact with efforts in Southeast.
- (3) All data from 1970 Census (Bureau of Census), National 20 percent sample, Regional 20 percent sample (Southeast).
- (4) Data compiled from the 1970 Census (Bureau of Census). Analysis by race, sex, occupation, and education prepared by R. Rockwell, UNC-Chapel Hill. Same for Southeast Region.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

- (1) Pure guess from personal contacts.
- (2) Pure guess from personal contacts.
- (3) From 20 percent sample of 1970 Census - analysis of race, occupation, sex, and education.
- (4) Four year and above degrees tallied for teachers and non-teachers in seven disciplines. Each discipline multiplied by an estimator which represents preparer's estimate of how many would have computer proficiencies. These estimates were:

<u>Discipline</u>	<u>Estimator</u>
Economics	.15
Poli. Sci.	.05
Sociology	.05
Social Scis.	.05
Mathematics	.30
Physics	.25
Chemistry	.25

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

c. Evaluate the accuracy and/or completeness of the data you have used:Office/Department Administrative Computer Center

(1) No estimate of accuracy possible. National meetings and consulting activities allowed order of magnitude guess, but no reliability can be put on race-sex breakdown.

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

(2) No estimate of accuracy or completeness possible. No reliability can be put on race-sex breakdown.

1. Outline the potential requirements for appointment to your EPA non-faculty positions by functional category.

(3) Accuracy seems reliable. No major change should occur in statistician population since 1970. The computer-based requirements may reduce this population potential somewhat but most statisticians now are relatively expert computer users.

Professionals/Technicians (See 4 a. pg. 3)

(4) Most of the accuracy of the 1970 Census is lost by the estimators but the percentage results remain indicative. Since several traditional disciplines have been supplying the "bridge roles" involved in supporting a new synthetic discipline such as computer-based instruction, the pool remains rather poorly defined by these traditional disciplines.

2. How many persons are in #1 above by functional category?d. Indicate particular problems encountered in trying to ascertain availability information:

TECHNICIANS

(See 3. c. paragraph 1)

(1), (2), (3) The field of undergraduate instruction via computer is new and has no formal discipline base even in departments of education. The current director was, until 1971, the only known full-time person with that new discipline. Since the field borrows heavily from other disciplines, it is difficult to find the combination of disciplines and computer in any pool. Computer Science has a discipline base quite different from instructional computing. No difficulty was had in getting data on statisticians.

(4) The support of computer-based instruction in higher education has evolved a "bridge-role" concept in personnel which requires a combination of skills in computing, instruction, and more than one discipline. Since there is no discipline nor a society specific to multi-disciplinary functions, data could only be considered from combinations of disciplines and estimators.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Administrative Computer CenterIndividual completing form Roscoe J. Allen

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials and Managers - College graduation with advanced degree with major in business, administration, accounting, engineering. Experience in systems analysis, programming and computer operations are needed.

Professionals/Technicians (See 4 a. pg. 3)

Graduation from 4-year college and at least 4-years experience in computer programming work.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

	TECHNICIANS (See 3. c, paragh.1)	
	Number	Percent
White Male	117,000	46.2
White Female	33,000	13.1
Black Male	4,008	1.6
Black Female	1,829	.7
Other Male	2,957	1.2
Other Female	602	.2
TOTAL		100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e .g., availability studies by professional organizations:

1970 Census of Population, Detailed Occupation of Employed Persons by Race and Sex Supplemental Report PC(S1)-32 March, 1973.

(This report lists Programmer but does not give education or experience backgrounds.)

Administrative Management Society Office Salaries for United States and Canada (Gives individual breakdown for computer specialists except Officials & Managers but no breakdown by sex or race.)

Business Automation, June, 1972 "Salaries for All Infosystems Jobs: Nationwide and by size of Installation." No breakdown by sex or race.

- b. Evaluate the accuracy and/or completeness of the data you have used:

Very incomplete as no data was obtained on Computer Center Director under Officials and Managers. Data on programming area under Technicians did not give education, experience or programming job level.

The national statistics given are not appropriate as most of our employees are hired from North Carolina and the Southeast U. S. while the larger number of computer specialists are located on the West Coast and Northeast and North Central part of the United States. We cannot draw them from these areas because of the higher salaries and computer concentrations in these areas.

- c. Indicate particular problems encountered in trying to ascertain availability information:

Much of the information was unavailable and that which was available was not distributed by sex or race.

Office/Department Administrative Computer Center
Individual completing form Roscoe J. Allen

page three

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2.

- a. Describe the pool by functional category:

Officials and Managers - North Carolina and Southeastern U. S. Minorities and Women in Private Industry (This report breaks personnel into the

Technicians - North Carolina and Greensboro area. (I would consider the person holding this position a Professional as the Equal Opportunity Report places college graduates under this category and this position requires such a degree. However, the same report classifies Computer Programmers under Technicians.

- b. How many people constitute that special pool by category?

Greensboro-High Point

	Total	White Collar	Officials & Mgrs.	Professionals	Technicians	Office & Cler.	Sales Workers
Negro Male	10,175	717	109	93	113	224	178
Female	6,289	1,118	29	152	65	720	152
Total	16,464	1,835	138	245	178	944	330
All Male	55,283	19,485	6,462	4,250	2,414	2,707	3,652
Female	37,835	15,098	640	1,215	493	11,017	1,733
TOTAL	93,118	34,583	7,102	5,465	2,907	13,724	5,385

Definitions of Categories

Officials and Managers - occupations requiring administrative personnel who set broad policies, exercise overall responsibility for execution of these policies, and direct individual departments or special phases of a firms operation.

Technicians - occupations requiring a combination of basic scientific knowledge and manual skill obtained through about two years post high school education such as offered in Technical institutions or equivalent job training. (Includes Computer Programmers and Operators.)

Professional - college graduate or experience of such kind as to provide comparable background. (Example: Accountants)

5. Explain how you arrived at the figures in the charts on page three.

- a. List sources of data - e.g., availability studies by professional organizations):

Equal Employment Opportunity Report 1970 "Job Patterns for Minorities and Women in Private Industry" (This report breaks personnel into the categories specified by this report. However, the categories are too broad to be of value as computer management, programming, systems, etc. are too specialized for the figures given to be meaningful. See page three, 4 b.)

Administrative Management Society Office Salaries for United States and Canada 1973-74 (Gives individual breakdown for computer specialists except Officials & Managers but no breakdown by sex or race.)

- b. Evaluate the accuracy and/or completeness of the data you have used:

The categories given in the Equal opportunity report were too broad to be useful as Computer Specialists in all categories is a very limited field because of educational and experience requirements of the work.

The Administrative Management Society listing did not cover all computer centers in any area and did not give them by sex or race.

- c. Indicate particular problems encountered in trying to ascertain availability information:

Information unavailable in form desired.

Black Male	360	13.2
Black Female	95	4.3
Other Male	10	.2
Other Female		
TOTAL	2,370	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department: AdmissionsIndividual Completing Form: Richard P. Loester

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

For Professional personnel such as Assistant Directors, Admissions Counselors and Assistants to the Director we ask for a Bachelor's degree and prefer a Master's degree and/or at least one year's Admissions experience. The Associate Director should have a Master's degree and 4-8 years experience while the Director should have a Master's degree and 6-12 years experience most of which should be in a Director's position.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	1,730	72.9
White Female	175	7.4
Black Male	360	15.2
Black Female	95	4.3
Other Male	10	.2
Other Female		
TOTAL	2,370	100%

Office/Department: Admissions
Individual Completing Form: Richard P. Loester

page two

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e. g., availability studies by professional organizations;

The sources used include the College Board's, NACAC and AACRAO organizations. An averaging of members per staff were used for the Professional listing and also were compiled partly from CACRAO (Regional organization) directory figures.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

The figures represent an estimate of the number of persons currently employed in Admissions as Counselors and as Assistants in colleges and universities in the United States.

- c. Evaluate the accuracy and/or completeness of the data you have used:

This is an estimate compiled from three national sources. It is most difficult to determine the number who would be available as turnover rates vary in different states and between types of institutions.

- d. Indicate particular problems encountered in trying to ascertain availability information:

Race or sex are not so listed in the total figures in the sources used. They do not reflect regional or state information where we would draw the bulk of our candidates somewhat familiar with UNC-G.

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

- a. Describe the pool by functional category:

Essentially the same as under the national pool on page one. The Administrative category would also include the graduating students at this University which is an additional criteria which infers a close knowledge of this University's academic and campus programs.

Office/Department: Admissions
Individual Completing Form: Richard P. Loester

page three

- b. How many people constitute that special pool by category?

	1		2		3	
	Officials & Mgrs.		Admin. Personnel		Professionals	
	Number	Percent	Number	Percent	Number	Percent
White Male	175	87.5	200	15.7	370	59.9
White Female	7	3.5	1,027	79.6	87	14.0
Black Male	14	7.0	13	1.0	133	21.4
Black Female	3	1.5	36	3.0	28	4.6
Other Male	1	.5	6	.5	2	.1
Other Female			3	.2		
TOTAL	200	100%	1,275	100%	620	100%

5. Explain how you arrived at the figures in the charts on page three.

- a. List sources of data - e.g., availability studies by professional organizations:

1. CACRAO member directory of 1973-74 for admissions directors.
2. UNC-G Statistical Summary for degrees granted to undergraduate and graduate students.
3. CACRAO members directory of 1973-74 for admissions personnel other than directors.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

Total members listed in CACRAO Admissions book based on type of institution and firsthand knowledge of personnel to give requested categories. Graduates of UNC-G based on sample percentage of entering student and subsequent enrollment categories.

Office/Department: Admissions
Individual Completing Form: Richard P. Loester

December 12, 1973
page four

c. Evaluate the accuracy and/or completeness of the data you have used:

Actual names in CACRAO list subject to 60 percent turnout in South Carolina and 30 percent in North Carolina for Professional Admissions personnel annually. Usually replacement in the same category as previous staff member. Overall percentages on graduates fluctuate little from one year to the next.

d. Indicate particular problems encountered in trying to ascertain availability information:

Changes in policies of individual institutions based on changing needs hard to predict. Trend toward adding minority staff members somewhat vague and hard to pinpoint. Permanent interest of female (marriage, travel involved, etc.) often lacking, causing more turnover and needed training time.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
(Complete charts below.)

	Number	Percent
White Male	1,021	> 3.0
White Female	26,146	95.0
Black Male	25	< 1.0
Black Female	140	< 1.0
Other Male		
Other Female		
TOTAL	27,332	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Alumni AffairsIndividual completing form Barbara Parrish

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

The basic educational requirement for appointment to EPA positions in the Alumni Affairs Department is attendance as a student at the University at Greensboro at some time prior to consideration. It is an historic fact that the professional personnel of this department have been alumni of this University. (The Bylaws of the Alumni Association specify that the Director "shall be an alumna of the University.") There are no requirements or patterns as to specific academic preparation or previous experience.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Number	Percent
White Male	1,021	> 3.0
White Female	26,146	95.0
Black Male	25	< 1.0
Black Female	140	< 1.0
Other Male		
Other Female		
TOTAL	27,332	100%

Office/Department Alumni Affairs
Individual completing form Barbara Parrish

December 1973 page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data - e.g., availability studies by professional organizations:

PART ALUMNI RECORDS on disk file at University Computer Center
Extract Summary List (No. 1)

Dates 12/01/73.

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

An extract parameter of all Alumni Records of date (12/01/73) provided

1. the total number of valid addresses (alumni with whom contact was possible at that point-in-time),
2. the total number of male members, and
3. the total number of black members (the breakdown to female/male figures of the black members was an approximation).

Appropriate substraction within this framework yielded the figures used.

c. Evaluate the accuracy and/or completeness of the data you have used:

As of the date noted, the data used was as accurate as the University's Alumni Records except for the black female/male breakdown (as explained above).

d. Indicate particular problems encountered in trying to ascertain availability information:

None.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Business OfficeIndividual completing form H. L. Ferguson, Jr.

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Chief Business and Finance Officers of educational institutions come from a variety of sources, with a variety of backgrounds. There is no prescribed course of study or career background for these officers. According to the National Association of College and University Business Officers, surveys of incumbent chief business officers indicate that they come from promotion within the business organization, recruited from private business (including banking and public accounting), and from the legal profession. Almost all have a bachelor's degree and many have advanced degrees, such as a law degree or the MBA. Some have other recognized qualifications, such as CPA.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

With such diverse backgrounds, it would be almost impossible to complete the charts in the requested report showing the number and percent of male, female, black, white, etc., who meet the basic educational and experiential requirements in the United States - or in North Carolina, which would be a more likely geographical area from which a pool of applicants would be recruited. However, it would not be difficult to develop an adequate pool which would include applicants from all of these categories.

Since the only position now in the business office which is EPA Non-Faculty Personnel is the Vice Chancellor for Business Affairs, and since it is not anticipated that any additional such positions will be established, and since the current incumbent in this position is 54 years of age, there is no reason at this time to think that there will be any vacancy to be filled in this position for approximately 11 years.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Child Development and Family Relations Department*Individual completing form J. Allen Watson

*Head Start STOLDP

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Administrative Personnel - Minimum of masters degree in child development, early childhood education, adult education, or social work (or the equivalent).

Professionals - Masters degree in child development, early childhood education, adult education (or the equivalent) or working toward such a degree.

Successful experience working with young children and their families. Experience in working with adults helpful.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

While most EPA non-faculty positions would probably be filled from a regional pool (specifically HEW Region IV) difficulties in locating appropriate statistics (discussed under #3, page two) necessitate the inclusion of some national survey information.

We are attempting to describe by functional category, what information we did locate. Footnote numbers refer to sources of data listed under 3. a., page two.

Administrative PersonnelA. National Survey of Degrees Granted by Sex and Field of Study 1970-71¹

<u>Masters</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Pre-School Education	533	34	499
Child Development/ Family Relations	296	45	251
Developmental Psychology	13	7	6
Sociology	1,808	1,131	667

B. Masters degrees conferred 1971-72 to minority graduates, listed by field of study, geographical region and sex.²

Individual completing form J. Allen Watson

*Head Start STOLDP

Region IV, Blacks

	Total	Men	Women
Home Economics	26	1	25
Childhood Education	30	3	27
Nursery Education	0	0	0

- C. A national survey of colleges and universities has yielded that in Region IV 57 masters degrees were conferred in 1971-72 to persons majoring in either child development-family relations or early childhood education.³

Professionals

- A. National Survey of Degrees Granted by Sex and Field of Study 1970-71¹

Masters

	Total	Men	Women
Pre-School Education	533	34	499
Child Development and F.R.	296	45	251
Developmental Psychology	13	7	6
Sociology	1,808	1,131	667

Bachelors

	Total	Men	Women
Pre-School Education	3,405	47	3,358
Child Development and Family Relations	1,667	41	1,626
Developmental Psychology	8	0	8
Sociology	33,263	13,610	19,653

- B. Degrees conferred 1971-72 to minority graduates, listed by field of study, geographical region and sex.²

Region IV, Blacks, Masters Degree

	Total	Men	Women
Home Economics	26	1	25
Childhood Education	30	3	27
Nursery Education	0	0	0

Region IV, Blacks, Bachelors Degree

	Total	Men	Women
Home Economics	299	13	286
Childhood Education	149	4	145
Nursery Education	2	0	2

- C. A national survey of colleges and universities has yielded that in Region IV 57 masters degrees and 296 bachelors degrees were conferred in 1971-72 to persons majoring in either child development-family relations or early childhood education.³

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e. g., availability studies by professional organizations:

1. Grant, W. V. and Simon, K. A. Digest of Educational Statistics. U.S. Dept. of HEW, Washington, 1973.
2. _____, Minority College Graduates 1971-1972. U.S. Dept. of Labor Manpower Administration, Washington, D.C. 1972.
3. "Selected Home Economics Degrees and Enrollment Data for Sept. 1, 1971 - August 31, 1972 and Fall 1972 from Member Institution of the National Association of State Universities and Land Grant Colleges."
4. Availability Data Minorities and Women. HEW Office of Civil Rights, 1973.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample please explain below:

Library research of Federal Government documents was carried out under the supervision of Jackson Library Document Librarians. In addition a personal phone call was made to the American Council on Education, Washington, D.C.

c. Evaluate the accuracy and/or completeness of the data you have used:

The accuracy of the data surveyed is assumed to be of a high degree in that they are available almost exclusively from governmental publications of recent issue.

As for the degree of completeness of available data, statistical tables that were found in the references listed do deal with the labor pool variables that are relevant to this survey. However data are recorded in different forms: i. e., (1) some tables list populations in U.S. by sex and area; (2) some tables list populations in states by sex and area; (3) some tables list numbers of minority graduates at different levels by area; (4) some tables list differently the fields of study, i. e., Home Economics (total) vis-a-vis Child Development/Family Relations.

In sum, these data, not being equivalent either in representation, category, or date of collection cannot be combined in a single table and remain statistically significant at any level.

- d. Indicate particular problems encountered in trying to ascertain availability information:

A direct phone call was made to the American Council on Education, Washington, D. C. in an attempt to gain assistance in locating statistical data on the existence and availability of the specific ethnic/racial labor pool from which would be recruited academic and professional personnel.

The Council is not in possession of such data at this time and is not aware of its existence at any other agency. One of the possible reasons for such data not being recorded in one place is that only recently was racial information requested or collected (also per Ford Foundation Report '68, on Minority College Attendance and Degrees Conferred).

The major problem with the data that was found, is the incompatibility that has been discussed under 3. c.

Administrative Personnel - Minimum of masters degree in child development, early childhood education, adult education, or social work (or the equivalent).

Successful experience in administration, adult education, and in working with young children and their families.

Professionals - Masters degree in child development, early childhood education, adult education (or the equivalent) or working toward such a degree.

Successful experience working with young children and their families. Experience in working with adults helpful.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

While most EPA non-faculty positions would probably be filled from a regional pool (specifically HEW Region IV) difficulties in locating appropriate statistics (discussed under #3, page two) necessitate the inclusion of some national survey information.

We are attempting to describe by functional category, what information we did locate. Footnote numbers refer to sources of data listed under 3. a., page two.

Officials and Managers

- A. National Survey of Degrees Granted by Sex and Field of Study 1970-71.¹

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78School/Department Child Development and Family Relations Department*Individual completing form J. Allen Watson

*Training Center for Infant-Toddler Care and the Carter Child Care Center

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials and Managers - Ph.D. or Ed.D. degree (or equivalent) in child development or preschool education or social work (or working toward such a degree).

Successful experience with administering training programs involving young children and their families and the training of professionals and paraprofessionals for service in such programs; experience with research in the fields of education and child development.

Administrative Personnel - Minimum of masters degree in child development, early childhood education, adult education, or social work (or the equivalent).

Successful experience in administration, adult education, and in working with young children and their families.

Professionals - Masters degree in child development, early childhood education, adult education (or the equivalent) or working toward such a degree.

Successful experience working with young children and their families. Experience in working with adults helpful.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

While most EPA non-faculty positions would probably be filled from a regional pool (specifically HEW Region IV) difficulties in locating appropriate statistics (discussed under #3, page two) necessitate the inclusion of some national survey information.

We are attempting to describe by functional category, what information we did locate. Footnote numbers refer to sources of data listed under 3.a., page two.

Officials and Managers

- A. National Survey of Degrees Granted by Sex and Field of Study 1970-71.¹

*Training Center for Infant-Toddler Care and the Carter Child Care Center

<u>Doctorates</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Pre-School Education	9	2	7
Child Development and Family Relations	55	34	21
Developmental Psychology	13	7	6
Sociology	574	455	119

B. Proportion of Doctorates earned nationally by women by area and field of study 1960-1969.⁴

	<u>Total</u>	<u>Women</u>	<u>Percent</u>
Early Childhood	22	20	90.91
Adult Education	303	46	15.18
Counseling	2,357	488	20.70
Home Economics Child Develop. and Family Relations	174	87	50.00
Ed. Psychology	137	37	27.01
Sociology	2,361	403	17.07

C. Doctoral degrees conferred, 1971-72, to minority graduates, listed by field of study, geographical region and sex.²

<u>Region IV, Black Graduates</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Home Economics	5	0	5
Childhood Education	0	0	0
Nursery Education	0	0	0

D. A national survey of colleges and universities has yielded that in Region IV 15 doctoral degrees were conferred 1971-72 to persons majoring in either Child Development-Family Relations or Early Childhood Education.³

Administrative Personnel

A. National Survey of Degrees Granted by Sex and Field of Study 1970-71.¹

<u>Masters</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Pre-School Education	533	34	499
Child Development/Family Relations	296	45	251
Developmental Psychology	13	7	6
Sociology	1,808	1,131	667

*Training Center for Infant-Toddler Care and the Carter Child Care Center

- B. Masters degrees conferred 1971-72 to minority graduates, listed by field of study, geographical region and sex.²

<u>Region IV, Blacks</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Home Economics	26	1	25
Childhood Education	30	3	27
Nursery Education	0	0	0

- C. A national survey of colleges and universities has yielded that in Region IV 57 masters degrees were conferred in 1971-72 to persons majoring in either child development-family relations or early childhood education.³

Professionals

- A. National Survey of Degrees Granted by Sex and Field of Study 1970-71.¹

<u>Masters</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Pre-School Education	533	34	499
Child Development and F.R.	296	45	251
Developmental Psychology	13	7	6
Sociology	1,808	1,131	667

<u>Bachelors</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Pre-School Education	3,405	47	3,358
Child Development and Family Relations	1,667	41	1,626
Dev. Psychology	8	0	8
Sociology	33,263	13,610	19,653

- B. Degrees conferred 1971-72 to minority graduates, listed by field of study geographical region and sex.²

<u>Region IV, Black, Masters Degree</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Home Economics	26	1	25
Childhood Education	30	3	27
Nursery Education	0	0	0

<u>Region IV, Blacks, Bachelors Degree</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Home Economics	299	13	286
Childhood Education	149	4	145
Nursery Education	2	0	2

*Training Center for Infant-Toddler Care and the Carter Child Care Center

- C. A national survey of colleges and universities has yielded that in Region IV 57 masters degrees and 296 bachelors degrees were conferred in 1971-72 to persons majoring in either child development-family relations or early childhood education.³

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Grant, W. V. and Simon, K. A. Digest of Educational Statistics. U.S. Dept. of HEW, Washington, 1973.
2. _____, Minority College Graduates 1971-1972. U.S. Dept. of Labor Manpower Administration, Washington, D.C. 1972.
3. "Selected Home Economics Degrees and Enrollment Data for Sept. 1, 1971 - August 31, 1972 and Fall 1972 from Member Institution of the National Association of State Universities and Land Grant Colleges."
4. Availability Data Minorities and Women. HEW Office of Civil Rights, 1973.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample please explain below:

Library research of Federal Government documents was carried out under the supervision of Jackson Library Document Librarians. In addition a personal phone call was made to the American Council on Education, Washington, D.C.

c. Evaluate the accuracy and/or completeness of the data you have used:

The accuracy of the data surveyed is assumed to be of a high degree in that they are available almost exclusively from governmental publications of recent issue.

As for the degree of completeness of available data, statistical tables that were found in the references listed do deal with the labor pool variables that are relevant to this survey. However data are recorded in different forms: i.e., (1) some tables list populations in U.S. by sex and area; (2) some tables list populations in states by sex and area; (3) some tables list numbers of minority graduates at different levels by

*Training Center for Infant-Toddler Care and the Carter Child Care Center

area; (4) some tables list differently the fields of study, i. e., Home Economics (total) vis-a-vis Child Development/Family Relations.

In sum, these data, not being equivalent either in representation, category, or date of collection cannot be combined in a single table and remain statistically significant at any level.

d. Indicate particular problems encountered in trying to ascertain availability information:

A direct phone call was made to the American Council on Education, Washington, D. C. in an attempt to gain assistance in locating statistical data on the existence and availability of the specific ethnic/racial labor pool from which would be recruited academic and professional personnel.

The Council is not in possession of such data at this time and is not aware of its existence at any other agency. One of the possible reasons for such data not being recorded in one place is that only recently was racial information requested or collected (also per Ford Foundation Report '68, on Minority College Attendance and Degrees Conferred).

The major problem with the data that was found, is the incompatibility that has been discussed under 3. c.

Counselor/Therapist - This individual should be a Ph.D. Clinical Psychologist with appropriate training in psychotherapeutic and psychodiagnostic techniques as well as vocational counseling techniques. His responsibilities will be in the areas of personal counseling and psychotherapy as well as in the area of vocational counseling and testing. He should have the ability to provide

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office /Department Counseling CenterIndividual completing form Dr. John A. Edwards

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Director - The Director of the Counseling Center is and in the future should be a Ph.D. Clinical Psychologist with training in psychotherapy, psychodiagnostic skills, and skills in teaching. He is to have responsibility for the overall administration of the Center including supervision of all personnel and direct responsibility for all administrative decisions within the Center. He also has professional or "clinical" responsibility for all students seen in the Center and should be in touch with other staff members in order to be aware of any unusual or important decisions affecting students who come to the Center for help. Personal counseling or psychotherapy is also a primary function of the Director; he should be expected to carry a case load of students so that time remains for administrative duties but at the same time allow him to perform maximum services of a therapeutic and counseling nature. The Director must also have skills in administering psychodiagnostic testing as well as vocational tests. The administration of formal testing should comprise a lesser amount of time than other duties, however, it should be clear that diagnostic testing for the University Psychiatrist as well as the ability to perhaps offer vocational testing and counseling for more complicated cases which come to the Center is a necessity. Consultation within the University community is a necessary function of the Director and involves conferences with the teaching faculty, administrative officials, and staff members of the Infirmary. This involves interpretation of the Counseling Center program, discussions of the problems of individual students, and discussions of ways in which Counseling Center staff members may be of help to the overall University program. The Director should also maintain contact with students through teaching within one of the University departments, preferably the Psychology Department. The current Director holds an appointment as Lecturer within the Psychology Department.

Counselor/Therapist - This individual should be a Ph.D. Clinical Psychologist with appropriate training in psychotherapeutic and psychodiagnostic techniques as well as vocational counseling techniques. His responsibilities will be in the areas of personal counseling and psychotherapy as well as in the area of vocational counseling and testing. He should have the skills to provide

psychodiagnostic testing for the University Psychiatrist as well as providing this for other members of the Counseling Center Staff. Consultation within the University community is also a prerequisite for this individual and he should be able to be of help to the administrative personnel, the teaching faculty, and staff members of the University Infirmary. This will involve interpretation of the Counseling Center program, discussions of difficult students, and ways in which the Counseling Center can be helpful to the over-all University program. Teaching ability should also be taken into consideration here, although this individual probably should not be required to hold a teaching position but rather should be able to lecture in those situations where individual lectures could be of help.

Vocational Counselor and Director of Group Testing - This position should be filled with an individual who has no less than a Master's Degree in Guidance and Counseling or Psychology with emphasis in clinical skills; preferably he should have either a Doctorate of Education or a Ph.D. in Clinical Psychology. This individual's primary task is in the area of vocational counseling and testing and should have skills in administering and interpreting a wide range of vocational and psychological tests. This position should also be filled with an individual who can assist the Director in administrative responsibilities and who can be of help in planning the overall program of the Center. One of the more important and time consuming responsibilities of this individual falls in the area of planning and supervising the administration of various group testing programs. The administration of such tests as the Graduate Record Examination, The National Teacher Examination, the Miller Analogies Test, and similar testing programs will be necessary. Planning for room space, personnel to assist in the administration of the testing, and the primary responsibility for test security which is demanded by the publishers of the tests. This individual can be expected to spend between 65% and 75% of his time with vocational counseling and testing and the remainder of his time divided between administrative responsibilities and the planning and supervision of the administration of the group testing.

White	68,000	93.15
Nonwhite	5,000	6.85
Male	44,997	61.64
Female	28,003	38.36

Source: Phone call to U.S. Department of Labor, Washington, D.C. Described by them as "not very reliable data" based "on a sample" (number unspecified) of persons in the fields of clinical, teaching and counseling psychology in 1972; degrees unspecified. The Sample was said to represent 73,000 psychologists. Other than the label "minority", ethnic or racial origin not specified.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
 (Complete charts below.)

	Officials and Managers		Professionals	
	Number	Percent	Number	Percent
White Male	8,791	77.4	8,791	77.4
White Female	2,109	18.5	2,109	18.5
Black Male	162	1.4	162	1.4
Black Female	74	.7	74	.7
Other Male	177	1.6	177	1.6
Other Female	46	.4	46	.4
TOTAL	11,359	100%	11,359	100%

Supplemental Data.

A.

	Number	Percent
White Male	42,997	58.90
White Female	25,003	34.25
Minority Male	2,000	2.74
Minority Female	3,000	4.11
White	68,000	93.15
Nonwhite	5,000	6.85
Male	44,997	61.64
Female	28,003	38.36

Source: Phone call to U.S. Department of Labor, Washington, D. C. Described by them as "not very reliable data" based "on a sample" (number unspecified) of persons in the fields of clinical, teaching and counseling psychology in 1972; degrees unspecified. The Sample was said to represent 73,000 psychologists. Other than the label "minority", ethnic or racial origin not specified.

B. Ph. D. Clinical and Counseling Psychologists

	Number	Percent
White Male	8,791	77.4
White Female	2,109	18.5
Black Male	162	1.4
Black Female	74	.7
Other Male	177	1.6
Other Female	46	.4
Male	9,130	80.4
Female	2,229	19.6
Black	236	2.1
White	10,900	95.9
Other	223	2.0

Source: Office of Manpower Resources, American Psychological Association, 1200 17th St., Washington, D. C.; based on a recent APA questionnaire to Ph. D. clinical and counseling psychologists, both APA and non-APA members. Date unspecified. Sample, 11,359. Sex within black and other categories estimated.

C. Psychologists in University Communities (N=8,919)

	Number	Percent
Men	7,485	84.0
Women	1,434	16.0

Source: Astin, H. S. Employment and Career Status of Women Psychologists. American Psychol., 1972, 27, 371-381. Degrees unspecified.

D. Graduate Full-Time Employed Doctorate Psychologists (N=15,000)^{1, 3}

	Number	Percent	
Men	12,900	86.0	
Women	2,000	14.0	
Clinical Women	693	4.62	(33% of all women)
Clinical Men	3,870	25.8	(30% of all men)

College/University Employed (N=8,335)^{2, 3}

	Number	Percent	
Men	7,226	86.7	
Women	1,108	13.3	
Clinical Men	2,168	26.0	(30% of men)
Clinical Women	366	4.4	(33% of women)

Source: ¹Cates, J. N. Sex and Salary. Amer. Psychol., 1973, 28, 929. Reports data from 1970 National Register of Scientific and Technical Personnel.

²Editor. The Academic Market Place, Amer. Psychol., 1972, 27, 412-414. Reports 56% of all psychologists are in academic settings.

³Astin, H. S. Employment and Career Status of Women Psychologists. Amer. Psychol., 1972, 27, 371-381. Reports that among all doctorates in psychology: 30% of the men are in clinical psychology and 33% of the women.

E. Graduate Students in Counseling and Psychology: Prior to 1972 (N=23,859)

	Number	Percent
Men	14,428	60.0
Women	9,431	40.0
Minority	1,792	7.51
Black	954	4.0
(Oriental/ Other Spanish)	716	3.0

a. Psychology Department (N=16,540) (69% of total)

	Number	Percent
Men	10,751	65.0
Women	5,789	35.0
(Male/ Minority Female)	1,242	7.51

b. Counseling and Education Department (N=7,319) (31% of total)

	Number	Percent
Men	3,660	50.0
Women	3,660	50.0
(Male/ Minority Female)	550	7.51

Source: El Khawas, E. H. and Astin, H. S., Current Enrollment Characteristics of Graduate Students in Psychology. Amer. Psychol., 1972, 27, 457-461.

Office/Department Counseling Center

page two

Individual completing form Dr. John A. EdwardsFACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-783. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

For Officials and Managers: Office of Manpower Resources, American Psychol. Assoc. 1200 17th St., N. W. Washington, D. C.; based on recent APA questionnaire to Ph. D. clinical and counseling psychologists, both APA and non-APA members.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Original figures for Ph. D. Clinical and Couns. Psychologists represented 78% return from questionnaire; figures for chart on page one were increased proportionately to provide estimates of total; breakdowns by sex and race were available only separately, so estimates of sex ratio were made within each category.

- c. Evaluate the accuracy and/or completeness of the data you have used:

It is believed that the total figures for race and sex are probably good estimates, since they were based on a 78% sample of Ph. D. counseling and clinical psychologists, but sex ratio within each racial category is rough estimate based on overall sex ratio.

- d. Indicate particular problems encountered in trying to ascertain availability information:

No sources have been found that provide data for sex and race jointly rather than separately. Published data for minority and racial distribution within Ph. D. population of Psychologist could not be found.

	Officials & Mgrs.		Admin. Personnel	
	Number	Percent	Number	Percent
White Male	103	31.6	99	38.0
Black Male	1	.3	1	.3
Black Female	2	.6	7	2.6
Other Male	6	1.8	6	2.3
Other Female			1	.3
TOTAL	325	100%	260	100%

Office/Department Office of the Dean of Academic Advising page two
 EPA NON-completing form Bert A. Goldman, Dean
FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Office of the Dean of Academic Advising
 Individual completing form Bert A. Goldman, Dean

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

EPA non-faculty positions are filled by University of North Carolina at Greensboro faculty and administrative staff. Personnel from without the University are not considered because of the importance of utilizing faculty and staff who are thoroughly familiar with all of the University's academic policies, regulations, and degree requirements.

2. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population,

- a. Describe the pool by functional category:

Two functional categories are applicable to this report.
 Category I - Dean of Academic Advising

Category II - Assistant to Dean of Academic Advising

- b. How many people constitute that special pool by category?

	Officials & Mgrs.		Admin. Personnel	
	Number	Percent	Number	Percent
White Male	213	65.5	146	56.1
White Female	103	31.6	99	38.0
Black Male	1	.3	1	.3
Black Female	2	.6	7	2.6
Other Male	6	1.8	6	2.3
Other Female			1	.3
TOTAL	325	100%	260	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

The University of North Carolina at Greensboro personnel list.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, indicate how you justify this:

The figures for 2.b. - Officials and Managers, are based upon the number of assistant professors, associate professors, and full professors (both tenured and non-tenured) who are presently at The University of North Carolina at Greensboro.

The figures for 2.b. - Administrative Personnel, are based upon the number of assistant professors, lecturers, and instructors who are presently at The University of North Carolina at Greensboro.

- c. Evaluate the accuracy and/or completeness of the data you have used:

Complete.

- d. Indicate particular problems encountered in trying to ascertain availability information:

None.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Dean of MenIndividual completing form Clarence O. Shipton

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Ph.D., Ed.D., or equivalent formal academic training in higher education administration and/or Student Personnel Services; five years experience in student affairs work at least part of which has been in the administration of student affairs.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	1,491	95.86
White Female		
Black Male	54	3.5
Black Female		
Other Male	10	.64
Other Female		
TOTAL	1,555	100%

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Digest of Educational Statistics, 1972 Edition. U.S. Department of Health, Education and Welfare Publication No. (OE) 73-11103, 1973.
2. Edward M. Meyers and Arthur Sandeen, "Survey of Minority and Women Student Affairs Staff Members Employed in NASPA Member Institutions," NASPA Journal, Vol. II, No. 1, July 1973, pp. 2-14.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

The assumption was made that each four year college or university has an administrative officer answering to the title of Dean of Men or the administrative equivalency of such a position depending upon the organizational structure of student affairs at each respective institution. It is assumed that each of these officers would, from the standpoint of training and experience, be eligible to fill that position on this campus. From the first source of informational data above it was determined that there are 95 public and 65 private universities as well as 345 public and 1,170 private "other 4-year institutions" of higher learning in the United States - a total of 1,675. In view of the fact the position in question is traditionally occupied by a male only the males in the pool were considered bringing the total number to 1,555. In the event planned reorganization occurs and the offices of the Dean of Men and Women lose their identities the pool will be enlarged to the full 1,675.

Source number 2 is a special report from NASPA-Division of Research and Program Development, and reports on a survey conducted among its member institutions in the fall of 1972. After eliminating all-male, all-female and all-black institutions, the report covers responses of 473 institutions, over half of which were public 4-year plus institutions enrolling student bodies in excess of 4,000. Table V, Page 11, of the report depicts the percentage breakdown by race and sex of the chief student affairs officers in the responding institutions. These data are used in extrapolate on the availability pool by race and sex.

c. Evaluate the accuracy and/or completeness of the data you have used:

All data of this nature is relatively soft. It cannot be obtained directly on racial, ethnic, and sexual categories, due in large part to past

Office/Department Dean of Men
Individual completing form Clarence O. Shipton

December 12, 1973
page three

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

federal government policies forbidding collection of such data. The data does however represent the best that can be obtained at the present time and is based upon valid assumptions drawn on current staffing operations.

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

- d. Indicate particular problems encountered in trying to ascertain availability information:

Problems of some real significance are encountered at three levels:

1. The unavailability of hard statistical data on racial and sexual categories.
2. Basic availability of data applicable to specific professional categories and the availability of personnel outside of the institutions who have the training and experience but are currently employed outside of the field in question.
3. Difficulty in translating data on the number of persons with the requisite degrees and experience into a realistic assessment of the actual availability pool for any given position on a specific campus at a particular point in time.

(Complete chart below.)

	Officials & Mgrs.		Administrative Personnel			
			Assoc. Dean for Residence Life			
	Dean of Women		National Pool		State Pool	
	No.	%	No.	%	No.	%
White Male						
White Female	288	96.0	1,632	96.0	69	54.77
Black Male						
Black Female	12	4.0	68	4.0	57	45.23
Other Male						
Other Female						
TOTAL	300	100%	1,700	100%	126	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Dean of WomenIndividual completing form Shirley K. Flynn

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials and Managers - Dean of Women: Doctorate (or equivalent) formal academic training. Eight years in post-secondary education with at least three years of this having been in student affairs at the administrative level.

PROPOSED NEW POSITIONS

Administrative Personnel - Associate Dean for Residence Life: Master's degree in student personnel (or equivalent academic training) and three years of experience in student affairs work.

Administrative Personnel - Assistant to the Dean for Residence Life: Master's degree in Student Personnel Administration (or equivalent academic training) and some undergraduate or graduate experience in student affairs.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.		Administrative Personnel			
			Assoc. Dean for Residence Life			
	Dean of Women		National Pool		State Pool	
	No.	%	No.	%	No.	%
White Male						
White Female	288	96.0	1,632	96.0	69	54.77
Black Male						
Black Female	12	4.0	68	4.0	57	45.23
Other Male						
Other Female						
TOTAL	300	100%	1,700	100%	126	100%

Office/Department Dean of Women
Individual completing form Shirley K. Flynn

page one (a)

3. Explain how you arrived at the figures in the charts on page one.

a. <u>List sources of data - e.g., availability studies by professional organizations:</u>	Administrative Personnel	
	Asst. to the Dean for Residence Life	
	No.	%
1. <u>September, 1973 Director's Survey of the National Association for Women Deans, Administrators, and Counselors.</u>	Male 6,614	43.0
2. <u>Verification by telephone conversation with the Executive Director (NAWDAC).</u>	Female 6,800	57.0
	TOTAL 13,414	100%

December, 1973 North Carolina Association of Women Deans, Administrators, and Counselors.

Breakdown by race not available.

Asst. to the Dean for Residence Life:

Earned Degrees Conferred 1970-71 (HE 5.92/5:970-71), Washington, D. C.: Government Printing Office, 1973.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Dean of Women:

From a total membership of 3,424, 269 student members and 115 inactive and retired members were eliminated. There are 2,000 active members. Within this figure, there are 300 who hold the doctorate. It is assumed that this number (300) would be eligible for this position.

Assoc. Dean for Residence Life (Nat'l. Pool):

Total active membership in NAWDAC, who do not hold doctorate, is 1,700.

Assoc. Dean for Residence Life (State Pool):

The figure used (126) includes those not now holding an official position in the 36 schools represented. It does not include those retired members or members who are not in the field.

Asst. to the Dean for Residence Life:

The figures are actual figures of 13,414 total Master's degrees in Student Personnel; 6,614 of which are male and 6,800 of which are female.

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

Dean of Women - Assoc. Dean for Residence Life (Nat'l. Pool):

1. September, 1973 Directory of Members of the National Association for Women Deans, Administrators, and Counselors.

2. Verification by telephone conversation with the Executive Director (NAWDAC) regarding accuracy of data.

Assoc. Dean for Residence Life (State Pool):

December, 1973 North Carolina Association of Women Deans, Administrators, and Counselors membership list.

Asst. to the Dean for Residence Life:

Earned Degrees Conferred 1970-71 (HE 5.92/5:970-71), Washington, D.C.: Government Printing Office, 1973.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Dean of Women:

From a total membership of 2,424, 269 student members and 115 inactive and retired members were eliminated. There are 2,000 active members. Within this figure, there are 300 who hold the doctorate. It is assumed that this number (300) would be eligible for this position.

Assoc. Dean for Residence Life (Nat'l. Pool):

Total active membership in NAWDAC, who do not hold doctorate, is 1,700.

Assoc. Dean for Residence Life (State Pool):

The figure used (126) includes those not now holding an official position in the 36 schools represented. It does not include those retired members or members who are not in the field.

Asst. to the Dean for Residence Life:

The figures are actual figures of 13,414 total Master's degrees in Student Personnel, 6,614 of which are male and 6,800 of which are female.

c. Evaluate the accuracy and/or completeness of the data you have used:

Dean of Women - Assoc. Dean for Residence Life (Nat'l. Pool):

This data is accurate as far as sex and education are concerned. The black percentage is based on the number of black schools, with the assumption that they have black administrators. No other racial information is available from this source.

Assoc. Dean for Residence Life (State Pool):

The data does not include all women working in such capacities in the state. The membership list is not complete. The racial percentages were computed by actual tally; thus, this is accurate for the membership list.

Asst. to the Dean for Residence Life:

Although this is a 1970-71 report, it is assumed the future number will not fluctuate appreciably in three years.

d. Indicate particular problems encountered in trying to ascertain availability information:

Dean of Women - Assoc. Dean for Residence Life (Nat'l. Pool):

1. The greatest difficulty encountered was determining which source would be most accurate.
2. Racial data not available.

Assoc. Dean for Residence Life (State Pool):

Racial percentages cannot be assumed simply by looking at a membership list outside the local pool of one's own state which is why this pool was not expanded to the entire southeastern region.

Asst. to the Dean for Residence Life:

The absence of racial statistics in what otherwise appears to be accurate data.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department DevelopmentIndividual completing form George W. Hamer

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

There is no established educational program for the training of Development personnel. The educational and experiential requirements for a Development Officer vary from one institution to another. Mr. John A. Pollard in his book, Fund-Raising for Higher Education, deals with this matter and the pertinent paragraphs are:

"Fundamentally, it is not important that the director of development be a graduate of the college or university which he serves. It is of the most importance to take the competent man where he can be found. In the second place, the trustees and president should look for a person who has these basic qualifications: a genuine interest in education, a talent for organization and teamwork, promotional ability, a good sense of public relations values, ability to take the initiative, unlimited energy, and (unless his staff is to include one or more scriveners) skill in writing clear and effective English. Previous experience in fund-raising is not essential.

"It is illuminating and helpful to consider where a number of leading colleges and universities have found executive officers for their development programs, and the kinds of work which they had done previously. The University of Michigan, the University of Pennsylvania, and others have former members of fund-raising agencies in charge of their development programs. But this type of personnel is not available in large numbers.

"Other representative institutions have entrusted the executive leadership of their development programs to people of varied backgrounds, as for example: Carleton College, a former magazine official; Colby College, a former insurance executive; Colgate University, a professor of education, an alumnus, from its own faculty; Occidental College, a retired (but vigorous) business executive; Ohio State University, a lawyer and alumnus; Rensselaer Polytechnic Institute, a former faculty member and director of public relations; Vassar, a professor of Greek from its own faculty; Wellesley, an alumna with promotional experience who had been with a large Boston department store; and

Office/Department Development
Individual completing form George W. Hamer

page one (a)

1. Exp Yale, a graduate who had been in the investment security business.

a. "No single pattern, but all excellent people and able operators!"
organisations:

American Alumni Council, One Dupont Circle, Washington, D. C.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	1,220	91.63
White Female	76	5.75
Black Male	35	2.62
Black Female		
Other Male		
Other Female		
TOTAL	1,331	100%

Office/Department Development

page two

Individual completing form George W. Hamer3. Explain how you arrived at the figures in the charts on page one.a. List sources of data - e. g., availability studies by professional organizations:1. American Alumni Council, One Dupont Circle, Washington, D.C.b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Ms. Jean W. Mercker, Director for Information Services and Assistant to the President of the American Alumni Council, provided the information from the American Alumni Council records. The chart includes those in the United States who are now employed in Development work by colleges and universities.

c. Evaluate the accuracy and/or completeness of the data you have used:

Since most of the colleges and universities in the United States are members of the American Alumni Council, their records in regard to Development personnel should be an accurate source.

d. Indicate particular problems encountered in trying to ascertain availability information:

The source of information on Development personnel is limited.

	Officials & Mgrs.		Admin. Personnel		Professionals	
	Number	Percent	Number	Percent	Number	Percent
White Female	51	29.0	67,817	46.0	106	42.5
Black Male	1	.6	4,429	3.0	32	13.0
Black Female	1	.6	9,126	6.0	6	2.0
Other Male	3	1.7	477	.3		
Other Female	1	.6	400	.3		
TOTAL	179	100%	146,795	100%	250	100%

EPA NON-
FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Extension/Summer Session

Individual completing form Jean Eason

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials and Managers: (Director): Doctorate plus senior faculty position within institution.

Administrative Personnel: Baccalaureate degree and work experience, or equivalent.

Professionals: Master's degree in adult education.

2. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population,

- a. Describe the pool by functional category:

Officials and Managers: UNC-G senior faculty.

Administrative Personnel: North Carolina residents holding baccalaureate degrees and with relevant experience.

Professionals: North Carolina residents holding master's degree in adult education.

- b. How many people constitute that special pool by category?

	Officials & Mgrs.		Admin. Personnel		Professionals	
	Number	Percent	Number	Percent	Number	Percent
White Male	123	69.0	64,546	44.0	106	42.5
White Female	51	29.0	67,817	46.0	106	42.5
Black Male	1	.6	4,429	3.0	32	13.0
Black Female	1	.6	9,126	6.0	6	2.0
Other Male	3	1.7	477	.3		
Other Female			400	.3		
TOTAL	179	100%	146,795	100%	250	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

Sources:

UNC-G faculty list, associate and full professors.

1970 Census, Vol. 1 - Characteristics of the Population;

Part 35 - North Carolina; Table 148; population over age 25 with 4 years of college education.

Master's degrees in adult education awarded by UNC-Chapel Hill and N. C. State University.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, indicate how you justify this:

Methods:

Direct figures, except on item 3. Estimated breakdown on adult education master's degree based on consultation with others in profession in state.

- c. Evaluate the accuracy and/or completeness of the data you have used:

Categories 1 and 2 are accurate and complete. Category 3 is best estimate available, accuracy is probably good.

- d. Indicate particular problems encountered in trying to ascertain availability information:

Basic problem is flux of division and positions themselves. Since field of adult education is not rigidly defined, pool of potential applicants is quite broad for administrative positions. Precise statistics on professionally-trained personnel are not available nationally; state figures have not been maintained by race and sex.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

3. Explain how you arrived at the figures in the charts on page one.

Office/Department Institutional Research

Individual completing form Donald J. Reichard

PART II - Available Pool or Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Two additional research associate positions are anticipated for the period 1973-78. Persons filling such positions would be classified as administrative personnel. Candidates should have competence in statistical applications, computer programming ability and experience in research design and data analysis. Holders of a doctoral degree would be given preference. Interest, experience and understanding of university operations and processes are essential.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

	Administrative Personnel	
	Number	Percent
White Male	643	79.7
White Female	94	11.6
Black Male	61	7.6
Black Female	9	1.1
Other Male		
Other Female		
TOTAL	807	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:
1. 1973-74 Directory, The Association for Institutional Research.
 2. Placement Notes, The Association for Institutional Research, January, 1974.
 3. A Study of the Members of the Association for Institutional Research by Wilbur A. Tincher, 1970.
- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Tincher (1970. p. 9) noted that ten percent of AIR members were females. No count by race was available. The 1973-74 AIR Directory lists 807 members in the United States of whom 103 (12.7%) are women. (Fifteen female members of religious orders employed in denominational colleges were excluded from the total number of 103 available women members.) The total black membership of AIR, was estimated at 70 by Charles Brown of Fayetteville State University, a black former member of the AIR Executive Committee who has organized workshops for institutional research personnel in black colleges. Assuming that 12.7% of the black membership are females, the number of black female members is estimated at 9. No data are available for other males or other females.

- c. Evaluate the accuracy and/or completeness of the data you have used:

The AIR Directory gives information about persons active in institutional research. The January, 1974 AIR Placement Notes give the most current information on persons interested in institutional research who have indicated a willingness to accept a position. Of the 69 persons listed as available in the January, 1974 Placement Notes, 7 (10%) were women. An unknown number were black. Occasionally, persons fail to notify the Coordinator of Placement Services of changes in their availability status. Because the Placement Notes list AIR members, non-members, as well as graduate students looking for first professional positions, the AIR Directory and Placement Notes represent the best sources for constructing an availability pool.

Office/Department Institutional Research
Individual Completing Form Donald J. Reichard

page three

- d. Indicate particular problems encountered in trying to ascertain availability information:

Institutional research personnel come from a wide variety of disciplinary backgrounds (Tincher, 1970, Attached) making it unrealistic to construct availability pools from estimates of current or prospective entrants to a single discipline or group of disciplines. Large numbers of blacks or women listed in the availability pool are employed in traditionally black or women's institutions. Salaries in universities may not be competitive with business, government and industry.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
(Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	12,695	84.3
White Female	2,211	14.6
Black Male	90	.5
Black Female	46	.3
Other Male		
Other Female		
TOTAL	15,042	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department N. C. Committee for Continuing Education in the HumanitiesIndividual completing form James Noel

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Previous experience is not a major factor in this position. It is expected that the individual filling the position in the future would have a terminal degree in one of the following disciplines: history, philosophy, literature.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	12,695	84.3
White Female	2,211	14.6
Black Male	90	.5
Black Female	46	.3
Other Male		
Other Female		
TOTAL	15,042	100%

Office/Department N. C. Committee for Continuing Education in the Humanities
Individual completing form James Noel

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

This data was derived from two sources:

HEW "Earned Degrees Conferred 1960-69" (Washington: Govt. Printing Office: 1970).

Bryant, James W., "A Survey of Black American Doctorates" (New York: Ford Foundation, 1970).

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

The HEW report gave an indication of male and all female doctoral graduates in the disciplines of history, philosophy and literature. The Ford Foundation report was then used to estimate the number of Black doctoral graduates for each of these disciplines.

- c. Evaluate the accuracy and/or completeness of the data you have used:

Because of the lack of information, two different sets of data had to be used to obtain information for this report. While the numbers involved may not be totally accurate, the percentages probably reflect reasonably well the current situation.

- d. Indicate particular problems encountered in trying to ascertain availability information:

There is a need for more accurate and up-to-date data. The present information is incomplete and it was necessary to extrapolate data from two different sources.

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department RegistrarIndividual completing form H. Hoyt Price

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials and Managers - Registrar: Minimum of master's degree, five years experience in college registrar's field of work.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.	
	Number	Percent
White Male	1,160	60.2
White Female	563	29.3
Black Male	58	3.0
Black Female	29	1.5
Other Male	78	4.0
Other Female	38	2.0
TOTAL	1,926	100%

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e.g., availability studies by professional organizations:

Primary source: AACRAO Newsletter, Special Edition 1973, Supplement to the Summer Edition 1973. The report is a special study of the "role and function" of the Registrar and Admissions Officer. Also, Ingraham, Mark H., "The Mirror of Brass," University of Wisconsin Press, Madison, Wisconsin, 1968, and "Student Services Administration in Higher Education," Dyer, A. R., Tripp, P. A., Russell, John H., Supt. of Docu., Cat. #5.253:53026, Washington, 1966.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

AACRAO study shows 40% have less than five years service. This leaves pool of 60% or 3,204. The study shows that 57% are in Records and Registration responsibilities, or 57% of 3,204 equals 1,926. Also, the study shows that 67% are male and 33% are female. Ethnic group percentages applied to the 1,926 pool gives figures used in the chart on page one.

c. Evaluate the accuracy and/or completeness of the data you have used:

The AACRAO study is probably the most recent report available that concerns itself with the data requested. The study gives a very comprehensive profile of the membership of AACRAO and the role and function of Registrars and Admissions Officers.

Office/Department Registrar
Individual completing form H. Hoyt Price

page three

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

Administrative Personnel - Assistant Registrar: Recent master's degree graduate from UNC-G.

b. How many people constitute that special pool by category?

	Admin. Personnel	
	Number	Percent
White Male	122	34.9
White Female	213	61.0
Black Male	4	1.2
Black Female	5	1.5
Other Male	3	.8
Other Female	2	.6
TOTAL	349	100%

Office/Department Registrar
Individual completing form H. Hoyt Price

page four 1973

5. Explain how you arrived at the figures in the charts on page three.

- a. List sources of data - e.g., availability studies by professional organizations:

Graduation list for graduate degrees, 1972-73 and minority enrollment report data.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

Matched minority enrollment against degrees granted. Actual figures used.

- c. Evaluate the accuracy and/or completeness of the data you have used:

As accurate as any data in our data file which is based on the students application for admission.

	Professionals							
	Officials & Mgrs.		Math		English		Guidance Counseling	
	No.	%	No.	%	No.	%	No.	%
White Male	22	30	11	39	3	19	22	30
White Female	44	59	14	50	11	69	44	59
Black Male	3	4	1	4			3	4
Black Female	5	7	2	7	2	12	5	7
Other Male								
Other Female								
TOTAL	74	100%	28	100%	16	100%	74	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Special Services ProjectIndividual completing form Ernest Griffin

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

EDUCATION: Manager - Masters in Guidance and Counseling

Teaching Personnel - M.A. in English, Mathematics
and/or Science

Counseling Personnel - M.Ed. in Counseling

EXPERIENCE: Manager - Minimum of four years

Teaching Personnel - Minimum of one to three years

Counseling Personnel - Minimum of one to three years

2. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population.

- a. Describe the pool by functional category:

This pool has been taken from the 1972-73 University of North Carolina at Greensboro graduates in the fields of Guidance and Counseling, Mathematics, and English.

	Professionals							
	Officials & Mgrs.		Math		English		Guidance Counseling	
	No.	%	No.	%	No.	%	No.	%
White Male	22	30	11	39	3	19	22	30
White Female	44	59	14	50	11	69	44	59
Black Male	3	4	1	4			3	4
Black Female	5	7	2	7	2	12	5	7
Other Male								
Other Female								
TOTAL	74	100%	28	100%	16	100%	74	100%

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Annual Report submitted to HEW by the Office of the Registrar at the University of North Carolina at Greensboro.
2. The Departments of English, Mathematics, and Education at the University of North Carolina at Greensboro.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, indicate how you justify this:

The figures used on page one were computed by use of the Annual Report submitted to HEW by the Office of the Registrar at UNC-G. The percentages were computed on the TOTAL relative to the individual categories.

c. Evaluate the accuracy and/or completeness of the data you have used:

The accuracy and completeness of these figures will depend on the accuracy and completeness of the Annual Report submitted by the Registrar.

d. Indicate particular problems encountered in trying to ascertain availability information:

There were no figures available concerning the percentages or numbers of qualified people in regard to race before 1972.

	Number	Percent	Number	Percent
White Female	112	4.9	849	38.2
Black Male	506	22.9	183	8.2
Black Female	72	3.1	150	6.8
Other Male				
Other Female				
TOTAL	2,300	100%	2,220	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department Student Aid OfficeIndividual completing form Eleanor S. Morris

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Director - Minimum of five years experience in student aid administration; appropriate educational background with at least bachelor's degree, preferably advanced degree in student personnel services or business administration.

Assistant (or Associate) Director - Minimum of two years experience in student aid administration; appropriate educational background with at least bachelor's degree. (Advanced degree in student personnel services or business administration may be acceptable in lieu of minimum experience in student aid administration.)

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

	Officials and Managers		Admin. Personnel	
	Number	Percent	Number	Percent
White Male	1,610	69.1	1,038	46.8
White Female	112	4.9	849	38.2
Black Male	506	22.9	183	8.2
Black Female	72	3.1	150	6.8
Other Male				
Other Female				
TOTAL	2,300	100%	2,220	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations):

The figures were derived from estimates provided by Alexander Sidar, Director, College Scholarship Service (CSS), New York, and by Richard Tombaugh, Executive Secretary, National Association of Student Financial Aid Administrators (NASFAA), Washington. There are no published sources for data of this kind.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

The figures represent an estimate of the number of persons currently employed in financial aid administration as Officials and Managers and as Administrative Personnel in postsecondary institutions in the United States.

- c. Evaluate the accuracy and/or completeness of the data you have used:

The data represents only an estimate of the pool of student aid administrators at the present time. It is not possible to determine the number of persons in these categories who would actually be available for employment at this institution or who would meet the educational and experiential requirements. Also, the estimates do not take into consideration the persons who may move into or out of the applicant pool.

- d. Indicate particular problems encountered in trying to ascertain availability information:

Membership records for the financial aid organizations (especially CSS and NASFAA) do not include information about the sex or race of financial aid administrators. (The Executive Secretary of NASFAA reported that the Association hopes to conduct a survey in the near future to determine the sex and racial distribution of aid officers.)

TOTAL	280,929	100%	280,929	100%	280,929	100%
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EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office /Department Student Health ServiceIndividual completing form William K. McRae, M.D.

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Physician Director - M.D. with at least one year internship; more advanced post graduate training highly desirable but not necessary.

Assistant Physician Director - same as above.

Associate Physician - same as above.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.		Admin. Personnel		Professional	
	Number	Percent	Number	Percent	Number	Percent
White Male	240,703	85.7	240,703	85.7	240,703	85.7
White Female	23,827	8.5	23,827	8.5	23,827	8.5
Black Male	5,055	1.8	5,055	1.8	5,055	1.8
Black Female	1,051	.4	1,051	.4	1,051	.4
Other Male	9,347	3.3	9,347	3.3	9,347	3.3
Other Female	946	.3	946	.3	946	.3
TOTAL	280,929	100%	280,929	100%	280,929	100%

3. Explain how you arrived at the figures in the charts on page one.

- a. List sources of data - e.g., availability studies by professional organizations:

U. S. Bureau of Census
(Occupation of persons by race and sex for the United States: 1970)

citations: 1. Journal of the American Medical Association, 2. Carrick Classified, and 3. Riker Service.

- b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

female. We received a total of sixty-three inquiries as a result of our ads. A breakdown of these inquiries is as follows:

White Male 46

White Female 6

- c. Evaluate the accuracy and/or completeness of the data you have used:

Census figures accurate three years ago.

Journal National Medical Association, Vol. 64, No. 5, Sept. 1972, p. 433 gives figure of 2% for black physicians - sex not specified.

Journal of Medical Education, Vol. 47, No. 3, March 1972 gives figure of 6.7% for female physicians - race not specified.

The white female accepted the position only after we were able to assist her husband in finding several job possibilities for himself.

- d. Indicate particular problems encountered in trying to ascertain availability information:

staff. The position was filled by one white male, age 62. We received a total of twenty-one inquiries as a result of our ads.

The University of North Carolina at Greensboro Health Service is staffed by four full-time physicians. There has been a rapid turnover of physicians in our Health Service in the last three years. We recruit physicians nationally by advertising in three national publications: 1. Journal of the American Medical Association. 2. Carrick Classified, and 3. Riker Service.

In 1971 and 1972 we filled three physician vacancies on our staff. The physician vacancies were filled with two white males and one white female. We received a total of sixty-three inquiries as a result of our ads. A breakdown of these inquiries is as follows:

White Male	46
White Female	6
Foreign Male (trained in other countries)	10
Foreign Female	1
Black Male	0 (none indicated that they were black)
Black Female	0 " " " " " "

The white female accepted the position only after we were able to assist her husband in finding several job possibilities for himself.

In 1973 - 74 we have recently filled one physician vacancy on our staff. The position was filled by one white male, age 62. We received a total of twenty-one inquiries as a result of our ads.

A breakdown of these inquiries is as follows:

White Male	14
White Female	1
Foreign Male	3
Foreign Female	3
Black Male	0 (none indicated that they were black)
Black Female	0 " " " " " "

Our newest staff physician appointee will not arrive before mid February 1974, and we have been able to secure the part-time help of a black male physician until the full-time physician arrives. This black physician is excellent, but is not interested in full-time employment with our staff.

William K. McKee, M.D.

January 28, 1974

EPA NON-
FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78

Office/Department Television

Individual completing form Emil W. Young, Jr.

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Total knowledge of television operations, particularly in production. Experience in commercial television would be extremely helpful, and especially so if the person had actual experience in directing, camera operation, writing and producing. In my opinion actual, practical experience is the most important requirement.

Administrative Personnel - Minimum of 2 years experience in programming or administrative work in the College Union field. A Masters Degree will be expected or additional successful experience specifically related to the position.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?

No information available at this time.

	Officials & Mgrs.		Admin. Personnel	
	Number	Percent	Number	Percent
White Male	346	83.0	1,428	80.0
White Female	79	12.0	305	15.0
Black Male	22	3.0	61	3.0
Black Female	7	1.0	21	1.0
Other Male	3	.5	10	.5
Other Female	3	.5	10	.5
TOTAL	658	100%	1,835	100%

EPA NON-

FACULTY WORK FORCE PROFILE AND HIRING PROJECTIONS 1973-78Office/Department University Union - UNC-GIndividual completing form Cliff Lowery

PART II - Available Pool of Prospective EPA Non-Faculty Personnel

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials - Minimum of 5 years experience as a Director, Associate, or Assistant Director of a Student Union with major responsibility for programming. A strong interest in the Arts and a knowledge of programming in that area also desired. While a specific discipline is not specified, a person with a Masters Degree is required and the Doctorate is preferred.

Administrative Personnel - Minimum of 2 years experience in programming or administrative work in the College Union field. A Masters Degree will be expected or additional successful experience specifically related to the position.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below.)

	Officials & Mgrs.		Admin. Personnel	
	Number	Percent	Number	Percent
White Male	546	83.0	1,628	80.0
White Female	79	12.0	305	15.0
Black Male	20	3.0	61	3.0
Black Female	7	1.0	21	1.0
Other Male	3	.5	10	.5
Other Female	3	.5	10	.5
TOTAL	658	100%	2,035	100%

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data - e.g., availability studies by professional organizations:

1. Statistical Data Report, Committee on Minority Program (COMP), Association of College Unions.
2. Association of College Unions, Directory of Member Institutions and individual Members.
3. College Unions at Work, ACU-I, March 1973.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

1. The data given in the report of the Committee on Minority Program (COMP) was projected from the actual data of a 38% sample to 100%.
2. The list of chief officers of Unions was inspected and the composition as to male or female determined. At the same time a tabulation of "other" minority was estimated by name and location.
3. The numbers of minority determined in 1. above were utilized to estimate the white population in 2. above.
4. The assumption was established that there were 2.5 professional staff members, plus the chief officer in each institution (2,120 + 848).
5. It was estimated that 40% of the chief officers had over 5 years service and this was also true of 15% of the other professional staff.
6. It was estimated that 90% of the chief officers had over 2 years service and that 60% of the rest of the group were of similar tenure.
7. The percentages in 5. and 6. above were utilized to determine the total number of eligibles and the percentages of white and minority were applied to these to obtain the eligibles in each category.
8. In determining the total eligible professionals, the male-female ratio was adjusted upwards on the female side because of the indication of this from a survey of the individual membership. I have observed the fact that the number of females in the professional area is greater than in the chief officers although less so in the last three years.

c. Evaluate the accuracy and/or completeness of the data you have used:

The assumption has been made that the source of the material is dependable. There are not many Unions that are not members of the Association of College Unions - International.

d. Indicate particular problems encountered in trying to ascertain availability information:

	White	Black	Other	Total
Officials and Managers I				
(Chancellor)	The data on years of service had to be presumed, but from my 7 years in the field I believe it to be reasonably accurate. In addition I have consulted with others in the field and have cited the COMP Report and a more recent study completed in March, 1973.			
Vice Chancellor, Academic Affairs	1			1
Vice Chancellor, Graduate Studies	1			1
Vice Chancellor, Administration	1			1
Vice Chancellor, Student Affairs	1			1
Vice Chancellor, Development	1			1
Vice Chancellor, Business Affairs	1			1
TOTAL	7			7
STAFF PERCENT	100			100

II: EPA NON-FACULTY ESTIMATED NUMBER OF PRESENT POSITIONS EXPECTED TO BECOME VACANT

	73-74	74-75	75-76	76-77	77-78	Total
Officials and Managers I						
Vice Chancellor, Development		1				1
TOTAL		1				1

III: EPA NON-FACULTY ESTIMATED NUMBER OF NEWLY CREATED POSITIONS

	73-74	74-75	75-76	76-77	77-78	Total
Officials and Managers I						
None Known at Present Time						

I: EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Officials and Managers I (Chancellor's Cabinet)								
Chancellor	1						1	
Vice Chancellor, Academic Affairs	1						1	
Vice Chancellor, Graduate Studies	1						1	
Vice Chancellor, Administration	1						1	
Vice Chancellor, Student Affairs	1						1	
Vice Chancellor, Development	1						1	
Vice Chancellor, Business Affairs	1						1	
TOTAL	7						7	
STAFF PERCENT	100						100	

II: EPA NON-FACULTY ESTIMATED NUMBER OF
PRESENT POSITIONS EXPECTED TO BECOME VACANT

Officials and Managers I	73-74	74-75	75-76	76-77	77-78	Total
Vice Chancellor, Development		1				1
TOTAL		1				1

III: EPA NON-FACULTY ESTIMATED NUMBER OF
NEWLY CREATED POSITIONS

Officials and Managers I	73-74	74-75	75-76	76-77	77-78	Total
None Known at Present Time						

I. EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

IV: PROJECTED STAFF COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Officials and Managers I (Senior Administrative Positions)	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Chancellor	1						1	
Vice Chancellor, Academic Affairs	1						1	
Vice Chancellor, Administration	1						1	
Vice Chancellor, Graduate Studies	1						1	
Vice Chancellor, Student Affairs	1						1	
Vice Chancellor, Development		(1)*						(1)*
Vice Chancellor, Business Affairs	1						1	
TOTAL	6	(1)*					6	(1)*
STAFF PERCENT	85.7						85.7	14.3

* The position of the Vice Chancellor for Development is at this time the only vacancy anticipated in the Chancellor's Cabinet by 1977-78. The University will conduct an extensive search to identify/recruit a woman for this position or any other which subsequently becomes vacant during this period.

Director, Administrative Computer Center	1						1	
Director, Special Services Project					1			1
Director, N. C. Committee for Continuing Education in Humanities								1
TOTAL			14	3	1		15	3
STAFF PERCENT			77.8	16.7	5.5		83.3	16.7

I: EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Officials and Managers II (Office Heads and Directors)								
Asst. Vice Chancellor, Academic Affairs	1						1	
Asst. Vice Chancellor, Graduate Studies	1						1	
Director, Admissions	1						1	
Registrar	1						1	
Dean of Academic Advising	1						1	
Dean of Men	1						1	
Dean of Women		1						1
Dean, Student Activities	1						1	
Director, Extension & Summer Session	1						1	
Director, Student Aid		1						1
Director, Institutional Research	1						1	
Director, Administrative Computer Center	1						1	
Director, Student Health Service	1						1	
Director, Alumni Affairs		1						1
Director, Television	1						1	
Director, News Bureau	1						1	
Director, Special Services Project			1				1	
Director, N. C. Committee for Continuing Education in Humanities	1						1	
TOTAL	14	3	1				15	3
STAFF PERCENT	77.8	16.7	5.5				83.3	16.7

IV: PROJECTED STAFF COMPLEMENT
FOR ACADEMIC YEAR 1977-78

II: EPA NON-FACULTY ESTIMATED NUMBER OF
PRESENT POSITIONS EXPECTED TO BECOME VACANT

Officials and Managers II (Office Heads and Directors)	73-74	74-75	75-76	76-77	77-78	Total
Director, Extension & Summer Session	1*	1				2
Director, Institutional Research	1					1
Subtotal	2	1				3

*Temporary Appointment (1 year)

III: EPA NON-FACULTY ESTIMATED NUMBER OF
NEWLY CREATED POSITIONS

Officials and Managers II (Office Heads and Directors)	73-74	74-75	75-76	76-77	77-78	Total
Asst. Vice Chancellor, Academic Affairs	1					1
Asst. Vice Chancellor, Student Affairs			1			1
Director, Academic Computer Center	1					1
Subtotal	2		1			3
TOTAL	4	1	1			6

Assistant Vice Chancellor, Graduate Studies						
Assistant Vice Chancellor, Student Affairs						
TOTAL	15	4	2			17
STAFF PERCENT	71.4	19.0	9.5			81.0

* The University will conduct a deliberate search to locate women candidates for this position.

IV: PROJECTED STAFF COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Officials and Managers II (Office Heads and Directors)	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Director of Admissions	1						1	
Registrar	1						1	
Dean of Academic Advising	1						1	
Dean of Men	1						1	
Dean of Women		1						1
Dean of Student Activities	1						1	
Director of Extension and Summer Session		(1)*						(1)*
Director of Student Aid		1						1
Director, Institutional Research	1						1	
Director, Academic Computer Center	1						1	
Director, Administrative Computer Center	1						1	
Director, Student Health Service	1						1	
Director, Alumni Affairs		1						1
Director of Television	1						1	
Director, News Bureau	1						1	
Director, Special Services Project			1				1	
Director, N. C. Committee on Continuing Education in Humanities	1						1	
Assistant Vice Chancellor, Academic Affairs	2						2	
Assistant Vice Chancellor, Graduate Studies	1						1	
Assistant Vice Chancellor, Student Affairs			1				1	
TOTAL	15	4	2				17	4
STAFF PERCENT	71.4	19.1	9.5				81.0	19.0

* The University will conduct a deliberate search to locate women candidates for this position.

II: EPA NON-FACULTY ESTIMATED NUMBER OF
PRESENT POSITIONS EXPECTED TO BECOME VACANT

I: EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Administrative Personnel								
Asst. Director, Development	1						1	
Asst. to Vice Chancellor, Student Affairs		1						1
Assoc. Director, Admissions	1						1	
Admissions Counselor		1						1
Asst. to Director, Admissions		3						3
Asst. Director, Admissions			1				1	
Asst. Registrar		1						1
Asst. to the Dean, Academic Advising		2						2
Asst. Director, Student Aid		1						1
Planning Specialist, Extension*		1						1
Asst. Director, Student Health Service	1						1	
Asst. Director, Alumni Affairs		1						1
Alumni Publications Editor		1						1
TOTAL	3	12	1				4	12
STAFF PERCENT	18.7	75.0	6.3				25.0	75.0

*Title Changed to Asst. to Director

II: EPA NON-FACULTY ESTIMATED NUMBER OF
PRESENT POSITIONS EXPECTED TO BECOME VACANT

Administrative Personnel	73-74	74-75	75-76	76-77	77-78	Total
Admissions Counselor	1			1		2
Asst. Director, Admissions		1				1
Asst. to Director, Admissions	1					1
*Asst. to Director, Extension & Summer Sess.	1					1
Subtotal	3	1		1		5

*Formerly Planning Specialist, Extension

III: EPA NON-FACULTY ESTIMATED NUMBER OF
NEWLY CREATED POSITIONS

Administrative Personnel	73-74	74-75	75-76	76-77	77-78	Total
Assoc. Dean (Women), Residence Life			1			1
Asst. to Dean (Women), Residence Life					1	1
Asst. Director, Student Aid			1			1
Asst. to Dean, Student Activities		1				1
Program Asst., Student Activities				1		1
Admissions Counselor	1					1
Asst. Registrar		1				1
Asst. to Dean, Academic Advising					1	1
Research Assoc., Institutional Research		1		1		2
Asst. Director, Academic Computer Center			1			1
Asst. Director, Alumni Affairs			1			1
Subtotal	1	3	4	2	2	12
TOTAL	4	4	4	3	2	17

IV: PROJECTED STAFF COMPLEMENT
FOR ACADEMIC YEAR 1977-78

Administrative Personnel	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Assistant Director, Development	1						1	
Associate Dean of Residence Life		1						1
Assistant to Dean of Women (Residence Life)			1				1	
Associate Director, Student Aid		1						1
Assistant Director, Student Aid				1				1
Assistant to Dean, Student Activities	1						1	
Program Assistant, Student Activities	1						1	
Associate Director, Admissions	1		1				2	
Assistant Director, Admissions		1						1
Admissions Counselor	1	1					1	1
Assistant to Director, Admissions	1	1					1	1
Assistant Registrar		1	1				1	1
Assistant to Dean, Academic Advising		2		1				3
Research Associate, Institutional Research	1	1					1	1
Assistant Director, Academic Computer Center	1						1	
Assistant Director, Student Health Service	1						1	
Assistant Director, Alumni Affairs		2						2
Alumni Publication Editor, Alumni Affairs		1						1
Assistant to Vice Chancellor, Student Affairs		1						1
Assistant to Director, Extension (Formerly Planning Specialist)		1						1
TOTAL	9	14	3	2			12	16
STAFF PERCENT	32.1	50.0	10.7	7.1			42.9	57.1

I: EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Professional Personnel								
Assoc. Physician, Student Health Service	1	1					1	1
Vocational Counselor, Special Services Project			1				1	
Vocational Counselor, Counseling Center	1						1	
Reading Director, Special Services Project		1						1
Writing Director, Special Services Project		1						1
Math Director, Special Services Project	1						1	
TOTAL	3	3	1				4	3
STAFF PERCENT	42.9	42.9	14.2				57.1	42.9

II: EPA NON-FACULTY ESTIMATED NUMBER OF
PRESENT POSITIONS EXPECTED TO BECOME VACANT

Professional Personnel	73-74	74-75	75-76	76-77	77-78	Total
Program Development Officer (Extension)		1				1
Physician - Student Health Service	1					1
Subtotal	1	1				2

III: EPA NON-FACULTY ESTIMATED NUMBER OF
NEWLY CREATED POSITIONS

Professional Personnel	73-74	74-75	75-76	76-77	77-78	Total
Program Development Officer (Extension)	1					1
Programmer - Consultant (Academic Computer Center)			1	1	1	3
Statistician - Consultant (Academic Computer Center)				1		1
Physician - Student Health Service			1			1
Counselor/Therapist - Counseling Center	1					1
Subtotal	2		2	2	1	7
TOTAL	3	1	2	2	1	9

IV: PROJECTED STAFF COMPLEMENT
FOR ACADEMIC YEAR 1977-78

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Professional Personnel								
Program Development Officer, Extension		1						1
Programmer Consultants - Academic Computer Center	1	1	1				2	1
Statistician Consultant - Academic Computer Center		1						1
Associate Physicians - Student Health Service	2	1					2	1
Vocational Counselor - Special Services Project			1				1	
Reading Director - Special Services Project		1						1
Writing Director - Special Services Project		1						1
Mathematics Director - Special Services Project	1						1	
Vocational Counselor - Counseling Center	1						1	
Counselor Therapist - Counseling Center				1				1
TOTAL	5	6	2	1			7	7
STAFF PERCENT	35.7	42.9	14.3	7.1			50.	50.

I: EPA NON-FACULTY FULL TIME STAFF COMPLEMENT
OCTOBER 1972-73

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
Technical Personnel								
Programmer-Administrative Computer Ctr.	1						1	
No change anticipated Projected 1977-78 Technical Personnel								

APPENDIX C

PERSONNEL AND AVAILABILITY DATA FOR SPA PERSONNEL

	Total Employed 1970	White	Black	(2) Male	(3) Female	(4) Total
Professional-Technical	14,500	14	2,107	9,196	7,712	54
Managers	11,828	5	1,403	9,331	1,577	50
Clerical	25,396	12	8,739	5,894	17,703	25
Crafts	17,288	13	1,196	18,031	1,262	7
Operations	36,107	27	3,390	10,428	13,235	35
Laborers	3,412	53	434	4,805	602	11
Subtotal Unemployed	10,340	40	1,069	4,824	3,712	33
Total	108,607	19	20,947	60,714	47,893	64

APPENDIX C

PERSONNEL AND AVAILABILITY DATA FOR SPA PERSONNEL

Source: 1970 Census of Population

Total White Black Other Minorities
 GUILFORD COUNTY EMPLOYMENT BY RACE AND SEX Male (%) Female (%)

	Total Employed 1970	White (%)	Black (%)	Male (%)	Female (%)
Professional-Technical	16,968	14,591 86	2,377 14	9,196 54	7,772 46
Managers	10,908	10,366 95	542 5	9,331 86	1,577 14
Clerical	23,596	20,857 88	2,739 12	5,895 25	17,701 75
Crafts	17,280	15,044 87	2,236 13	16,031 93	1,249 7
Operatives	24,103	17,573 73	6,530 27	10,828 45	13,275 55
Laborers	5,412	2,978 55	2,434 45	4,805 89	607 11
Service Workers	10,340	6,251 60	4,089 40	4,628 45	5,712 55
Totals	108,607	87,660 81	20,947 19	60,714 56	47,893 44

Source: 1970 Census of Population

Craftsmen	0				
Operatives	0				
Laborers	0				
Service Workers	1				
TOTALS	573	104 18.1	265 46.2	76 13.2	127 22.1

WORK FORCE PROFILE BY RACE AND SEX - FULL-TIME SPA EMPLOYEES - MARCH, 1973

	<u>Total</u>	<u>White</u>				<u>Black</u>				<u>Other Minorities</u>			
		<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>	<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>	<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>
Prof. - Tech.	54	21	39	32	59	0		1	2	0		0	
Managerial	23	11	48	12	52	0		0		0		0	
Office-Clerical	175	12	7	149	85	4	2	10	6	0		0	
Craftsmen	37	31	84	4	11	2	5	0		0		0	
Operatives	61	9	15	18	30	7	11	27	44	0		0	
Laborers	17	6	35	1	6	10	59	0		0		0	
Service Workers	160	14	9	4	2	53	33	89	56	0		0	

WORK FORCE PROFILE BY RACE AND SEX - PART-TIME SPA EMPLOYEES

Prof. - Tech.	1			1	100								
Managerial	0												
Office-Clerical	44			44	100								
Craftsmen	0												
Operatives	0												
Laborers	0												
Service Workers	1									1	100		
TOTALS	573	104	18.1	265	46.2	76	13.2	127	22.1	1	.001	0	

WORK FORCE PROFILE BY RACE AND SEX - FULL-TIME SPA EMPLOYEES - JANUARY 3, 1974

	<u>Total</u>	<u>White</u>				<u>Black</u>				<u>Other Minorities</u>			
		<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>	<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>	<u>Male</u>	<u>(%)</u>	<u>Female</u>	<u>(%)</u>
Prof.-Tech.	56	20	36	34	60	0		1	2	1	2	0	
Managerial	23	12	52	11	48	0		0		0		0	
Office-Clerical	191	13	7	159	83	5	3	14	17	0		0	
Craftsmen	39	33	85	4	10	2	5	0		0		0	
Operatives	57	7	12	17	30	6	11	27	47	0		0	
Laborers	15	7	47	2	13	5	33	0		1	7		
Service Workers	157	12	8	6	4	49	31	90	57	0		0	

WORK FORCE PROFILE BY RACE AND SEX - PART-TIME SPA EMPLOYEES - JANUARY 3, 1974

Prof.-Tech.	1			1	100								
Managerial													
Office Clerical	48			46	96			2	4				
Craftsmen													
Operatives													
Laborers													
Service Workers	6					4	67	2	33				
Totals	593	104	17.5	280	47.2	71	11.9	136	22.9	2	3	0	

APPENDIX D

THE UNIVERSITY OF NORTH CAROLINA
at
GREENSBORO

FACULTY RECRUITMENT REPORT

The following information is to be furnished with each recommendation for an EPA Faculty position and is to be used in preparing an Affirmative Action statement

Office of the Vice Chancellor
for Academic Affairs

Date _____

A. Position to be filled _____

Date availability of position became known to Department _____

Proposed date for filling position _____

Minimum qualifications for position _____

B. Recommended Appointment (Name of Person) _____

Sex _____ Race _____

College/School _____ Department _____

Title of appointment _____

Salary _____

C. Record of Recruitment Efforts

1. For this position, what are the relative availabilities of women, black and other minorities?

2. How was position publicized, and/or candidates solicited?

APPENDIX E

3. Record of Applicants: Include total number of applicants listed by race, and within each race, by sex and disposition of application; i.e., not qualified, not interested and why, etc. Include total number interviewed by race, and within each race by sex.

The following information is to be furnished with each Recommendation for EPA-Faculty and EPA-Non-Faculty Reappointment, Non-Renewal, Termination, or Promotion and is to be used in making Affirmative Action statement.

Office of Vice Chancellor
for Academic Affairs

Date _____

REAPPOINTMENTS, NON-RENEWALS, TERMINATIONS AND PROMOTIONS

- D. Recommended Selections: Indicate why this person was chosen instead of other individuals - be specific.

Name of Person _____ Sex _____ Race _____

College/School, Department _____

Title _____

Salary _____

- B. Individuals Considered (Classify by race and sex.)

1. Justification in relation to established criteria (indicate why this person was chosen for this personnel action instead of other individuals similarly situated.)

2. Any other comments on the action recommended.

APPENDIX E

THE UNIVERSITY OF NORTH CAROLINA
at
GREENSBORO

The following information is to be furnished with each Recommendation for EPA-Faculty and EPA-Non-Faculty Reappointment, Non-Renewal, Termination, or Promotion and is to be used in making Affirmative Action statement.

Office of Vice Chancellor
for Academic Affairs

Date _____

REAPPOINTMENTS, NON-RENEWALS, TERMINATIONS AND PROMOTIONS

A. Recommended Action _____

Name of Person _____ Sex _____ Race _____

College/School, Department _____

Title _____

Salary _____

B. Individuals Considered (Classify by race and sex.)

1. Justification in relation to established criteria (indicate why this person was chosen for this personnel action instead of other individuals similarly situated.

2. Any other comments on the action recommended.

PERS-1
PAGE - 1

*10-30 / Name

LAST FIRST MIDDLE INITIAL

32. / / Marital Status 1=Married; 2=Single; 3=Divorced; 4=Widowed

*36 / Race 1=White; 2=Black; 3=Spanish; 4=American; 5=Other
Indian

*44-47 / / / / Term of Employment, Months and Days
Mo. / Days

*49-50 / / / 6 7 8 9 10 11 12 (HS Grad) 13 14 15 16=Bachelors;
17 = Master; 18 = First Professional; 19 = Doctorate

55-60 / / / / / / / Source of Highest degree

63-68 / / / / / / / Date of Birth
Mo. Day Yr.

*75-76 / / / Administrative Position (EPA)

77-78 / / / Former Administrative Position (EPA)

79 Blank

80 /1/ Card

$\overline{I/I}$ Change $\overline{I/I}$ EPA $\overline{I/I}$ SPA $\overline{I/I}$ EPG

1-9 / / / / / / / / / / Social Security Number

*10-12 / / / / University Commitment 100=Full time; Oxx=Fraction of Part time
 (Total Commitment to University)

13-16 / / / / / Previous Classification (SPA)

17-40	// // // // // // // //		Place of Previous Employment
	<u>EMPLOYER</u>	<u>STATE</u>	

41 / / Type Previous Employment - 1=Student; 2=Faculty; 3=Other (EPA)

*42-43 / / / Present Rank (EPA)

*44-47 / / / / / Present Classification Number (SPA)

*48-52 / / / / / Administrative Department Number (5 digit code)

53-56 / / / / / Department number - primary assignment, (EPA)

57-60 / / / / / Department number - secondary assignment

61-63 / / / / FTE in primary department

64-66 / / / / FTE of secondary assignment

67-68 / / / Rank at original appointment (EPA)

69-72 / / / / / Classification at original employment (SPA)

*73-78 Date of last promotion
Mo. Day Yr.

79-75 Blank / / / T-ams Review/Contract Expiration Date (EPA)

80 /2/ Card

1-9 / / / / / / / / / / Social Security Number

31-34 / / / / / SPA Previous Service
Mo. Yr.

80 /6/ Card

PERSONNEL DATA SHEET

 Change EPA SPA EPG

- 1-9 Social Security Number
- 10-16 Former Salary or Rate
- 17-22 Date of last salary increase
Mo. Day Yr.
- *23-24 Former Rank (EPA)
- *25-28 Former Classification number (SPA)
- 29 Permanent Tenure 1=yes; 2=no
- 30-35 Date of Permanent Tenure
Mo. Day Yr.
- *36-41 Termination Date
Mo. Day Yr.
- *42-43 Termination Code
- 44 Leave of Absence; 1=current; 2=not absent
- 45-50 Beginning Date, current leave of absence
Mo. Day Yr.
- 51-56 Ending Date, current leave of absence
Mo. Day Yr.
- 57 Current leave; paid/unpaid; 1=paid; 2=unpaid; 3=partially paid
- 58-61 Previous leave of absence (year)
- 62 Previous leave paid/unpaid; 1=paid; 2=unpaid; 3=partially paid
- 63-68 Date last merit increase (SPA)
Mo. Day Yr.
- 69 Graduate Faculty Status; 1=Full; 2=Assoc.; 3=Temp A; 4=Temp b;
5=Adjunct
- 70-75 Tenure Review/Contract Expiration Date (EPA)
Mo. Day Yr.
- 76 Tenure/Contract Code; 1=Tenure Review; 2=Contract Expiration
3=Special Review; 4=Provisional; 5=One
Semester Appointment; 6=Unique Appointments
- 77 Tenure Footnotes EPA
- 78-79 Blank
- 80

APPENDIX C
REGULATIONS ON ACADEMIC FREEDOM,
TENURE, AND DUE PROCESS

PERS-1
PAGE - 4

PERSONNEL DATA SHEET

/ / Change / / EPA / / SPA / / EPG

1-9 / / / / / / / / / / Social Security Number

Salary Fund Sources EPA

10-14 / / / / / / State Salary Purpose (EPA) #1

15-21 / / / / / / / / State Amount (EPA)

22-26 / / / / / / State Salary Purpose (EPA) #2

27-33 / / / / / / / / State Amount (EPA)

34-38 / / / / / / Non-State Salary Purpose (EPA) #1

39-45 / / / / / / / / Non-State Amount (EPA)

46-48 / / / / Non-State Source

49-53 / / / / / / Non-State Salary Purpose (EPA) #2

54-60 / / / / / / / / Non-State Amount (EPA)

61-63 / / / / Non-State Source

80 /7/

This page must always be completed when a salary is changed using PERS-1
(Page 1) as a new salary automatically deletes the above information.

APPENDIX G

REGULATIONS ON ACADEMIC FREEDOM, TENURE, AND DUE PROCESS

Adopted by the Board of Trustees
of the
University of North Carolina at Greensboro
November 28, 1973

Section 1. Academic Freedom

a. Academic freedom is the right of a faculty member to be responsibly engaged in efforts to discover, speak, and teach the truth. It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication and to protect any member of the academic staff against influences, from within or without the University, which would restrict him in the exercise of these freedoms in his area of scholarly interest.

b. The University recognizes that in his role as citizen, as to matters outside the area of his scholarly interest, the faculty member has the right to enjoy the same freedoms as other citizens, without institutional censorship or discipline, though he should avoid abuse of these freedoms. He should recognize that accuracy, forthrightness, and dignity befit his association with the University and his position as a person of learning. He should not represent himself as a spokesman for the University.

Section 2. Academic Tenure

a. Academic tenure refers to the conditions and guarantees that apply to a faculty member's professional employment. In according tenure the purpose is to protect the academic freedom of faculty members while providing them with a reasonable degree of economic security. It is recognized that tenure policy is a vital aid in attracting and retaining instructional personnel of the high quality which this University seeks for its faculty. Accordingly, termination of an appointment with continuous tenure, or of a special or probationary appointment before the end of the specified term, may occur only for adequate cause, such as incompetence, neglect of duty, or misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty.

b. Those persons coming within the tenure policy are the instructional faculty with the ranks of instructor, lecturer, assistant professor, associate professor, and professor, as well as the professional library staff. With the exception of special appointments clearly limited to a brief association with the University, and reappointments of retired faculty members under special conditions, all full-time appointments to the rank

1 of instructor or higher are of two kinds: (1) probationary appointments;
2 (2) appointments with continuous tenure. Promotion and tenure will be
3 awarded only on the basis of evidence of demonstrated professional
4 competence, service to the academic community, and commitment to the
5 welfare of the institution. Appointment, reappointment, promotion, and
6 tenure decisions shall be made without regard to race, sex, religion, or
7 national origin.

8
9 c. With respect to the several academic ranks and positions, the
10 tenure policy of the University is as follows:

11
12 (1) An instructor or lecturer shall be appointed for a period
13 of one year. After he has been reappointed five times, his department
14 head or dean, after consultation with at least the tenured departmental
15 or school faculty members, senior to him in rank, shall review the case
16 and recommend either (a) that the instructor or lecturer be promoted at
17 the end of his seventh year with continuous tenure, (b) that he be reappoint-
18 ed in rank with continuous tenure, or (c) that he receive a terminating
19 appointment of one year. Notice of intention not to reappoint shall be
20 given to a person on annual appointment by March 1 of his first year, by
21 December 15 if in the second year, and by July 31 preceding the third or
22 any succeeding year of his appointment.

23
24 (2) An assistant professor shall be appointed for a period of
25 three years. Before the end of the second year his department head or
26 dean, after such consultation with members of the department or school
27 faculty as required in the case of instructors or lecturers, shall review
28 the case and recommend (a) that the assistant professor be reappointed
29 for a second term of three years, or (b) that he be notified by the end of
30 his second year of appointment that he will not be reappointed at the end
31 of his first term. Before the end of the assistant professor's fifth year,
32 the department head or dean shall consult in the same manner and
33 recommend either (a) that the assistant professor be reappointed with
34 continuous tenure at the same or higher rank, or (b) that he be notified
35 that he will not be reappointed at the end of his then current term. In
36 every case of reappointment as an assistant professor after six years of
37 full-time service, the appointment shall be with continuous tenure. These
38 regulations shall also govern the appointment, reappointment, and tenure
39 of professional librarians; in such cases the director of the library shall
40 consult the department heads and supervisors involved and other appropriate
41 members of the library staff.

42
43 (3) An associate professor promoted to that rank within this
44 institution shall have continuous tenure. One coming to that rank from
45 outside the institution shall be appointed for an initial term of four years,
46 and in such case before the end of the third year, his department head or

1 dean, after consultation with appropriate members of the department
2 or school faculty, shall review the case and recommend either (a) that
3 the associate professor be reappointed with continuous tenure at the same
4 or higher rank, or (b) that he be notified that he will not be reappointed
5 at the end of his then current term.

6
7 (4) A professor shall have continuous tenure.

8
9 (5) The total period of full-time service prior to the acquisition of continuous tenure will not exceed seven years, including all previous full-time service with the rank of instructor or higher in this or other institutions of higher learning. However, the probationary period may extend to as much as four years in this institution even if the total full-time service in the profession thereby exceeds seven years; the terms of such extension will be stated in writing at the time of initial appointment. Time spent on leave of absence will count as probationary period service, unless the individual and institution agree to the contrary at the time leave is granted. Part-time faculty and part-time professional librarians may prorate their part-time service at the rank of instructor or higher if they become full-time members of the faculty.

21
22 (6) The provisions of paragraphs (1) through (5) shall not be rendered inapplicable to a faculty member merely because some additional description, such as "research," is attached to the statement of his rank. Paragraphs (1) through (5) shall not apply to visiting faculty members or to any faculty member, regardless of stated rank employed for a limited period in the staffing of any special project. The Chancellor, in his letter of appointment, shall call to the attention of the appointee that, because of the visiting or special status of the appointment, the provisions of paragraphs (1) through (5) are inapplicable.

31
32 (7) All full-time faculty members below the rank of professor shall be reviewed annually for promotion. Nothing in these regulations shall be construed to preclude the promotion or granting of tenure to a faculty member at any time.

36
37 (8) A faculty member may terminate his appointment effective at the end of an academic year, provided that he gives notice in writing at the earliest possible opportunity, but not later than May 1, or 30 days after receiving notification of the terms of his appointment for the coming year, whichever date occurs later. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where he would otherwise be denied substantial professional advancement.

45
46 d. The terms and conditions of every faculty appointment shall

1 be in writing. A copy thereof, signed by the Chancellor, shall be
2 delivered to the faculty member and a copy shall be retained by the
3 Chancellor. Full information on the tenure policy of the University
4 and on his own employment status shall be readily available to the
5 faculty members at all times.

6 7 8 Section 3. Operating Procedures 9

10 Decisions with regard to appointment and promotion will be
11 made in accordance with the University's established criteria for service
12 in the respective ranks.

13 14 a. Appointment

15
16 All candidates for appointment to positions of more than one
17 year's tenure will normally be invited to campus for interviews which
18 may include presentation of a seminar, lecture, recital, or the like by
19 the candidate. Where feasible, candidates for part-time and one-year
20 positions will be interviewed on campus also. In addition to interviews
21 by the department head and members of the departmental or school
22 faculty (who will consult on the decisions) the following individuals will
23 interview for the various ranks:

24
25 (1) For assistant professor or professional librarian: the
26 dean or director of the library and the Vice Chancellor for Academic
27 Affairs. The Vice Chancellor for Graduate Studies will receive creden-
28 tials in all cases and may request an interview.

29
30 (2) For associate professor: the dean, the Vice Chancellor
31 for Academic Affairs, and the Vice Chancellor for Graduate Studies, and
32 the Chancellor.

33
34 (3) For professor: the dean, the Vice Chancellor for Academic
35 Affairs, the Vice Chancellor for Graduate Studies, the Chancellor, and
36 members of the special committee noted in (4) below.

37
38 (4) For an appointment at the full professional rank, the
39 Chancellor shall appoint a faculty committee to advise the department
40 head or dean concerned, including minority representation from outside
41 and majority membership from inside the department or school concerned.
42 This committee will make recommendations on the appointment through
43 the usual administrative channels.

44 45 b. Promotion

46
47 (1) The department head or dean shall consult annually with

1 appropriate members of the department or school faculty as indicated
2 in Section 2. c. to consider all full-time faculty below the rank of
3 professor for promotion.

4
5 (2) The department heads shall consult with the dean and
6 submit departmental recommendations. The dean shall consult with a
7 committee from the school or college, which will review departmental
8 recommendations.

9
10 (3) All deans shall forward their recommendations to the
11 Vice Chancellor for Academic Affairs, including a summary report of
12 the results of their reviews.

13
14 (4) The Vice Chancellor for Academic Affairs shall organize
15 this material for review by a designated faculty committee, and attend
16 its initial meeting to review procedures and criteria. The Vice Chancellor
17 shall submit his recommendations on proposed promotions to the Chancellor.

18
19 (5) The faculty review committee shall forward its recom-
20 mendations on proposed promotions directly to the Chancellor, who will
21 forward his recommendations to the Board of Trustees for appropriate
22 action.

23
24 (6) Individual faculty may submit written requests for pro-
25 motion, accompanied by all relevant supporting materials, directly to
26 heads of departments, deans, or the Vice Chancellor for Academic
27 Affairs. Such requests will then be processed through the review as
28 outlined under procedures (1) through (5) above.

29
30 (7) All recommendations, once initiated, will move through
31 all stages of consideration to the Chancellor, regardless of recommenda-
32 tions against approval which may be made at various stages in the process.

33
34 c. Tenure

35
36 (1) As indicated in Section 2. c. , the director of the library,
37 department head, or equivalent shall consult with the appropriate members
38 of his faculty and submit his recommendations to the dean or Vice Chancellor
39 for Academic Affairs.

40
41 (2) The dean shall consult with a committee from the school
42 or college and then submit his recommendations to the Vice Chancellor
43 for Academic Affairs.

44
45 (3) The Vice Chancellor for Academic Affairs shall submit
46 his recommendations to the Chancellor, who will then forward his own
47 recommendations to the Board of Trustees and the President of the

1 University for appropriate action.

2
3 d. Appeal in Case of Nonrenewal of Appointment
4

5 (1) When a department or school recommendation not to
6 renew an appointment has first been reached, the faculty member
7 involved will be informed of that recommendation in writing by the
8 department head or dean making the recommendation. If the faculty
9 member so requests, he will be advised of the reasons which contribut-
10 ed to that decision. He may request a reconsideration by the recom-
11 mending body.
12

13 (2) If the faculty member so requests, the reasons given
14 in explanation of the nonrenewal will be confirmed in writing.
15

16 (3) Insofar as the faculty member alleges that the decision
17 against renewal was based on inadequate consideration, he may be
18 granted a review of his allegation by an appropriate faculty committee.
19 This committee will determine whether the decision was the result of
20 adequate consideration in terms of the relevant standards of the institu-
21 tion. The review committee will not substitute its judgment on the
22 merits for that of the department or school. If the review committee
23 believes that adequate consideration was not given to the faculty member's
24 qualifications, it will request reconsideration by the department or school,
25 indicating the respects in which it believes the consideration may have
26 been inadequate. It will provide copies of its findings to the faculty
27 member, the department head or dean, the Vice Chancellor for Academic
28 Affairs, and the Chancellor.
29

30 e. Termination for Reasons of Financial Exigency or Health
31

32 (1) Where termination of an appointment with continuous
33 tenure, or of a nontenured appointment before the end of the specified
34 term, is based upon bona fide financial exigency or discontinuance of a
35 program or department of instruction, faculty members shall be able to
36 have the issues reviewed by the faculty, or by an appropriate faculty
37 committee, with review of all controverted issues by the Board of
38 Trustees and right of appeal to the Board of Governors. In every case
39 of financial exigency or of discontinuance of a program or department
40 of instruction, the faculty members concerned will be given notice by
41 March 1 if they are in their first year, by December 15 if in the second
42 year and by July 31 preceding the third or any succeeding year of appoint-
43 ment. Before terminating an appointment because of the abandonment
44 of a program or department of instruction, the University will make
45 every effort to place affected faculty members in other suitable positions.
46 If an appointment is terminated before the end of the period of appoint-
47 ment, because of financial exigency or because of the discontinuance of

1 a program of instruction, the released faculty member's place will
2 not be filled by a replacement within a period of two years, unless the
3 released faculty member has been offered reappointment and a reasonable
4 time within which to accept or decline it.

5
6 (2) Termination of a tenured appointment, or of a nontenured
7 or special appointment before the end of the period of appointment, for
8 medical reasons, will be based upon clear and convincing medical evi-
9 dence. The decision to terminate will be reached only after there has
10 been appropriate consultation and the faculty member or his representa-
11 tive has been informed of the basis of the proposed action, and has been
12 afforded an opportunity to present his position and to respond to the
13 evidence. If the faculty member so requests, the evidence will be
14 reviewed by an appropriate faculty committee before a final decision is
15 made by the Board of Trustees on the recommendation of the Chancellor.

16
17 f. Sanctions Short of Dismissal

18
19 If the administration believes that the conduct of a faculty
20 member, although not constituting adequate cause for dismissal, is
21 sufficiently grave to justify imposition of a severe sanction, such as
22 suspension from service for a stated period, the administration may
23 institute a proceeding to impose such a severe sanction, following the
24 procedures established by the Board of Governors in cases of suspension
25 or discharge (University Code, Section 603).

26
27 g. There shall be an annual review of these regulations by an
28 appropriate faculty committee for the purpose of suggesting beneficial
29 modifications.

30
31 h. Upon the adoption of these rules every member of the faculty
32 will receive notification of his present tenure status. These rules will
33 not abridge any contract currently in force at the time of their adoption.
34 Problems of adapting individual cases to these rules may take place over
35 a period of two years. Faculty members may appeal decisions arising
36 in such cases within that period to an appropriate faculty committee as
37 specified in Section 3. d.